

School Improvement Plan - PL221 Version - 2009-2012

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Bon Air Middle Sch (2951)

Kokomo-Center Twp Con Sch Corp

Kokomo, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Bon Air Middle Sch

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Greta Bergsieker - School Counselor
- Rhonda Glassburn - Parent/Guardian
- Gail Hart - Teacher
- Joe Holtson - Community Representative (Business)
- Stephanie Holtson - Teacher
- Mike Sargent - Administrator

Strategy Chairs

- Lorna Etheridge
- Holly Herrera
- Charity Rossiter
- Jody Watkins

Community Council

- James Daniel - Q.A. Supervisor
- Byron Ellison - Human Rights Chair and EAP Rep.
- Rhonda Glassburn - Parent
- Glen Grundmann - Vision Program
- Steve Hart - business owner
- Jim Holtson - Retired Community Role Model
- Joseph Holtson - Quality Engineer
- Debbie Knowling - Parent
- Cindy MaLaby
- Peggi Miller - Secretary
- Masato Ogawa - Professor
- Teri Roe
- Jeff Russell - Pastor
- Evelyn Short - Paraprofessional
- Marilyn Skinner - University Professor
- Pat Slusher - Medical Assisting Program Chair
- Sonya Snow - City Worker
- Travis Taflinger - Youth Service
- Don Travis - Head Probation Officer Howard County
- Dave Trine - Public Official/Police Officer
- Michael Tulley - Professor
- Chuck Wiegamn - Civil Engineer
- Michael Wyant - City Council

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

A safe, structured environment. Highly qualified teachers. Rigorous, challenging curriculum. State-of-the-art equipment, materials, and resources. Supportive community. Caring counselors. (emotional and academic) Parent involvement. Love and respect. Quality and variety of curricular/extra curricular classes and activities. Extra help during and after school. Controlled environment for detention, suspension, and expulsion. Developed goals and career exposure. Real-life experiences. Being taught by various learning styles. Environment where student achievement is valued. Higher expectations. Personal stake in education. Healthier food. A diploma. A standards based education. Chance to overcome environment. Exposure to work force expectations. Teachers who believe students can achieve. An opportunity for higher education. Clear and fair assessment.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

Be supportive of each other. Patience. Treat staff and students with respect. High and clear expectations. Be consistent. Integrity. Set an example. World view. Believe in student achievement. Be authentic. Upholding standards. Positive attitude. All students are scholars. Responsible for all students. Successful regardless of home environment. Believe in student potential. Accept no excuses. Cannot teach in chaos. Teachers have to work hard. Can transform student lives. Stick to standards. Structure and boundaries. Assume nothing. Life experiences. Emphasis on learning not grades.

In this environment where all adults are living by their core convictions, all students:

Respectful. Have a desire to learn. Not afraid to fail or try. Personal responsibility and accountability. Higher self expectations, concrete goals. Student leadership. Coming prepared to learn. Willingness to work hard to obtain goals. Ability to work cooperatively. Punctuality. Leading by positive behavior. Responsibility for peers. School and community involvement. Having fun with their work. Enthusiasm for school. Are not using drugs. Follow rules. Turn in all assignments. Earn good grades. Ask more questions. Ask about their grades. Get tutored. Get enough sleep. More organized - fill out planners. Focus on teacher/eyes on speaker. Use time wisely. Not dropping out of high school.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ISTEP English: 100%
- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Social Studies: 100%
- % of students who pass ISTEP Science: 100%
- % of students who read on grade level: 100%
- % of students who have perfect attendance: 100%
- % of students who are on time to school: 100%
- % of students who complete their homework: 100%
- % of students who dress appropriately: 100%
- % of students who pass Algebra I Core 40 Assessment: 100%
- % of students who type 32 wpm using correct keyboarding: 100%
- % of students who pass ISTEP writing assessment: 100%
- % of students who standard language usage at school: 100%
- % of students who are referral free: 100%
- % of students who pass technology project (8th grade): 100%
- % of students who pass 9th grade: 100%
- % of students who graduate with a Core 40 diploma: 100%
- % of students who earn Presidential Fitness award: 100%
- % of students who achieve ideal body weight: 100%
- % of students who participate in fine arts: 100%
- % of students who lifelong library users: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

All Students - Passing ISTEP English (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	59%	65%	59.2%	68%	65.4%	71%		74%		77%		100%

All Students - Passing ISTEP English Writing Process (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	53%		60%		61%	65%		68%		72%		100%

All Students (126 days) - ISTEP PL221 Category Placement Performance

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	59.5%	65%		70%		75%		80%		85%		100%

Special Education students - Passing ISTEP English/LA (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	26%	29%	26.1%	32%	34%	35%		38%		41%		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Student Discipline

84% of Bon Air Middle School students received a discipline referral in 2006-2007. 89% of Bon Air Middle School special education students received a discipline referral in 2006-2007.

Concern: Progress Monitoring and Data Driven Instruction

There is a lack of continuity for monitoring student progress. Staff does not use assessment data to plan instruction.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Community Mentoring Program —

Community members will mentor at risk students daily during enrichment or rotation classes.

PK-12 Assessment Alignment —

PK-12 formative and summative assessments for reading, writing and mathematics will be reviewed and selected by KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs. Staff will use assessment data to drive instruction and to monitor student progress. The district will coordinate the assessment alignment process which will begin in 2009-10 with reading and writing and continue in 2010-11 with mathematics. Each school needs to appoint a strategy chair to work on this district level strategy.

Required Strategies

F. Encourage Rigorous Curriculum: PK-12 Curriculum Articulation —

PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies, and English/language arts. KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs will prepare curriculum frameworks and pacing guides for each content area. The district will coordinate the curriculum articulation process which will begin in 2009-10 as part of the textbook adoption process for mathematics and science. Curriculum articulation for English/language arts and social studies will continue during 2010-11. Each school needs to appoint a strategy chair to work on this district level strategy.

I. Focused Academic Area: Simple Six —

The Simple Six strategy is used for improving students' scores on standardized writing tests. It basically gives students a specific graphic organizer to make their writing more clear and concise. By utilizing this organization strategy across the curriculum, students will be so familiar with this tool, it will become "second-nature" to them. Teachers in all curriculum areas will use writing prompts and the Simple Six Prompt Attack graphic organizer in their classroom instruction to address the writing process and standardized writing prompts towards any prompt. Content area teachers will be expected to use this organizer a minimum of three times during each semester. Language Arts teachers will continue their implementation of writing prompts monthly. Core Curriculum teachers will begin the implementation process by using the Prompt Attack that was taught to them by the Language Arts teachers during the 08-09 school year.

U. Focused Student Group: Special Education —

The Simple Six strategy is used for improving students' scores on standardized writing tests. It basically gives students a specific graphic organizer to make their writing more clear and concise. By utilizing this organization strategy, students will be so familiar with this tool, it will become "second-nature" to them. Special Ed. teachers will use writing prompts and the Simple Six Prompt Attack graphic organizer in their classroom instruction to address the writing process and standardized writing prompts towards any prompt. Special Education Language Arts teachers will teach a modified Simple Six curriculum at a slower pace to students participating in the Special Education program giving students increased time. In addition, Special Education teachers will develop interventions to assist students in writing based on Simple Six while providing extra help and support during resource time.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

I. Focused Academic Area: Simple Six

Professional Development Activity	Funding	Activity Purpose
<i>Present writing accross the curriculum expectations to staff</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Strategy chairs will review the Simple Six strategy with staff members and present it to new staff members. Staff members will be informed of the expectations concerning this strategy during the school year.	Teachers	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Observation for Implementation of Writing Prompts</i>	Source: NA Amount: \$0	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
New teachers will observe veteran teachers implementing the Simple Six Strategy. All teachers will be observed implementing the Simple Six strategy in their classrooms by the strategy chair.	Teachers	Peer Coaching Collaborative Problem Solving

U. Focused Student Group: Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Observation for Implementation of Writing Prompts</i>	Source: NA Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Special Education Teachers will be observed implementing the Simple Six strategy in their classrooms by the strategy chair.	Teachers	Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Simple Six Training for Special Education Staff</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Special Ed. teachers will be taught how to implement the Simple Six strategy in their classrooms.	Teachers	Talk to Presentation/Workshop Peer Coaching

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Student Discipline

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)

Strategies to Impact This Concern:

- Community Mentoring Program

Concern: Progress Monitoring and Data Driven Instruction

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP English Writing Process (seat data)

Strategies to Impact This Concern:

- PK-12 Assessment Alignment

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- PK-12 Assessment Alignment
- F. Encourage Rigorous Curriculum: PK-12 Curriculum Articulation

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English Writing Process (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Simple Six

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Special Education students -- Passing ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Book Room on the Middle School side.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Acuity 6th/7th/8th in Language Arts and Math, 6th grade Science, and 7th grade Social Studies to assess mastery of grade level standards. STAR Reader to assess students' reading level.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None.	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Focused Academic Area

Aug 19, 2009: Inform staff of the expectations using Simple Six across the curriculum

Person: Etheridge

Activity: Present writing across the curriculum expectations to staff

Sep 19, 2009: Analyze ISTEP writing prompts for improvement

Person: Etheridge

Activity: Analysis of Student Application to Writing Prompts

Sep 19, 2009: New teachers observe SS implementation by veteran teacher.

Person: Sargent

Activity: Teacher Observation for Implementation of Writing Prompts

Oct 19, 2009: Collect student samples of work using Simple Six Prompt Attack

Person: Etheridge

Activity: Collect student writing samples

Oct 19, 2009: Observe new teachers using Simple Six

Person: Etheridge

Activity: Teacher Observation for Implementation of Writing Prompts

Oct 19, 2009: Teachers will respond to an emailed check list telling how SS is being used in their classrooms and what issues teachers may be having.

Person: Etheridge

Activity: Teacher Observation for Implementation of Writing Prompts

Nov 19, 2009: Check student work for correct application of SS prompt attack

Person: Etheridge

Activity: Analysis of Student Application to Writing Prompts

Nov 19, 2009: Struggling teachers will attend additional workshop using SS strategy.

Person: Etheridge

Activity: Present writing across the curriculum expectations to staff

Dec 19, 2009: Collect student samples of work using Simple Six Prompt Attack

Person: Etheridge

Activity: Collect student writing samples

Jan 19, 2010: Check student work for correct application of SS prompt attack

Person: Etheridge

Activity: Analysis of Student Application to Writing Prompts

Feb 19, 2010: Collect student samples of work using Simple Six Prompt Attack

Person: Etheridge

Activity: Collect student writing samples

Mar 19, 2010: Check student work for correct application of SS prompt attack

Person: Etheridge

Activity: Analysis of Student Application to Writing Prompts

May 18, 2010: Collect student samples of work using Simple Six Prompt Attack

Person: Etheridge

Activity: Collect student writing samples

May 19, 2010: Check student work for correct application of SS prompt attack

Person: Etheridge

Activity: Analysis of Student Application to Writing Prompts

Focused Student Group

Mar 19, 2009: Observe special ed teachers using SS.

Person: Etheridge

Activity: Teacher Observation for Implementation of Writing Prompts

May 19, 2009: Analyze student work for Simple Six usage.

Person: Etheridge

Activity: Analysis of student application to writing prompts

Sep 19, 2009: Train special ed. staff in using Simple Six writing process

Person: Etheridge

Activity: Simple Six Training for Special Education Staff

Oct 19, 2009: Observe special ed. teachers teaching Simple Six.

Person: Etheridge

Activity: Teacher Observation for Implementation of Writing Prompts

Nov 19, 2009: Struggling special ed teachers will attend additional workshop using SS strategy.

Person: Etheridge

Activity: Simple Six Training for Special Education Staff

Dec 19, 2009: Collect special ed students' work using Simple Six.

Person: Etheridge

Activity: Collect student writing samples

Jan 19, 2010: Analyze student work for Simple Six usage.

Person: Etheridge

Activity: Analysis of student application to writing prompts

Feb 19, 2010: Collect special ed students' work using Simple Six.

Person: Etheridge

Activity: Collect student writing samples

Feb 19, 2010: Train special ed. staff in using Simple Six writing process

Person: Etheridge

Activity: Simple Six Training for Special Education Staff

Mar 19, 2010: Analyze student work for Simple Six usage.

Person: Etheridge

Activity: Analysis of student application to writing prompts

Apr 19, 2010: Collect special ed students' work using Simple Six.

Person: Etheridge

Activity: Collect student writing samples

Continuous Improvement Timeline

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u>	New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	Session 2 <u>Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	Tech Training 1 (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>	Tech Training 1 (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
	Session 5:		
Feb 3	Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 7: (strategy chairs only) <u>Strategy Plans</u> Tech Training 2 (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> Tech Training 2 (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> Tech Training 2 (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	1st Fri. in April: All submissions due online	1st Fri. in April: All submissions due online	1st Fri. in April: All submissions due online
	Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)