

School Improvement Plan - PL221 Version - 2009-2012

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Elwood Haynes Elementary School (2961)

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

Elwood Haynes Elementary School

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
- Title I Schoolwide

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

- Mark Brewster - Community Representative (Business)
- Linda Campbell - Administrator
- Kathi Hoover - Teacher
- Crystal Hunt - Teacher
- Shawn Leonard - Parent/Guardian
- Marcia Maple - Teacher
- James McConnell - Administrator

Strategy Chairs

- Adrienne Akers
- Linda Campbell
- Heather Correll
- Kathi Hoover
- Sandy McNulty
- Debbie Newby
- Judy Rice
- Amy Spicer
- Mary Tetrick
- Matt Truesdell
- Sara VanDam
- Barb Younts

Community Council

- Mark Brewster - Engineer
- Tim Cuthbert - Director of Service Dept.
- Mike Dunn - Ins. Agent
- Linda Herr - YMCA/Fitness Inst.
- Sherry Hewetson - Owner- Job Placement Service
- Holly Kerschner
- Keith Krzeminski - Owner/CEO
- Laura Leonard - Kindergarten Paraprofessional
- Shawn Leonard - Engineer
- Bill Neher - Insurance Agent
- Jeff Newton - Minister
- Tom Rethlake - Owner of Dealership
- James Rossman
- Victoria Sease
- Karl Stoneking - Director of Finance/Insurance agent 21 years.
- Sabrina Zook

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:

At Elwood Haynes Elementary School, we believe that ALL students deserve to be healthy, safe, engaged, supported, and challenged. We believe that all students deserve to be respected and treated fairly. We believe that all students deserve a highly qualified teacher who believes in them. We believe that all students deserve the opportunity to develop their own learning style. We believe that all students deserve support from their parents. We believe that all students deserve the resources they need to succeed socially, emotionally, physically, and academically. We believe that all students deserve a quality education based on high expectations from teachers, parents and our community.

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

Adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions: Teachers, parents, and members of our community will be respectful to each other and to our students. Teachers are always looking for new and creative ways to meet the needs of every student. It is important for all stakeholders to work together to prepare our children for their role in the workforce. We must instill in our students the ability to collaborate, follow through with a task, and always continue striving to improve. We will provide a well organized, structured, predictable and disciplined environment for students to learn. We believe in providing professional development for teachers to promote the best available teaching strategies to develop a wide variety of teaching styles. We believe in all students's ability to learn and will provide whatever is necessary for each student to learn. We believe in serving the community and will develop a "serve others" attitude in our students. We believe in maintaining a positive attitude towards the challenges we face each day. We will develop meaningful relationships with students through trust and mutual respect.

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

In this environment where all adults are living by their core convictions, all students will exhibit responsible and respectful behavior. All students are aware of their abilities and are motivated to perform at their best. They are motivated intrinsically and are high achievers. All students work hard each day to stay organized. They are self-disciplined and have high expectations for themselves. All students are engaged in the learning process and accountable for their own education. In a predictable and structured environment all students have the confidence to become risk-takers and work creatively. They demonstrate trustworthiness in their relationships with others in all environments. Students listen carefully and value the ideas and opinions of others.

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

- % of students who are reading at grade level or above - STAR Reading: 100%
- % of students who are performing at grade level or above - STAR Math: 100%
- % of students who pass ISTEP+ for ENG/LA: 100%
- % of students who pass ISTEP+ for MATH: 100%
- % of students who pass ISTEP+ for SCIENCE: 100%
- % of students who pass IRDA at 80% or higher: 100%
- % of students who pass ACUITY: 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.

Fifth Grade Male Students - Pass ISTEP Eng/LA

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	
	68%		69%	75%		80%		85%		90%		100%

Fifth Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

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	
			46%	75%		80%		85%		90%		100%

First Grade Students - Pass Reading Comprehension on IRDA Spring Test

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	
				75%		80%		85%		90%		100%

First Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

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	
			45%	75%		80%		85%		90%		100%

Fourth Grade Male Students - Pass ISTEP Eng/LA

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	
	65%		55%	75%		80%		85%		90%		100%

Fourth Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

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	
			54%	75%		80%		85%		90%		100%

Second Grade Students - Pass Reading Comprehension on IRDA Spring Test

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	
				75%		80%		85%		90%		100%

Second Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

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	
			47%	75%		80%		85%		90%		100%

Third Grade Male Students - Pass ISTEP Eng/LA

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	
	62%		76%	80%		85%		90%		95%		100%

Third Grade Students - Pass STAR Reading At/Above Grade Level on Spring Test

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	
			45%	75%		80%		85%		90%		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: Faculty is not aware or not giving test or assessments over the Indiana Academic Standards

20% of Faculty disagree or strongly disagree that they give tests at least once a marking period over the Indiana Academic Standards.

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

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

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

Extended Learning Activities —

Elwood Haynes teachers will staff a summer reading program called the Summer Reading Club. This reading program will provide extended time for reading in the summer. This program will be implemented in the month of June for three weeks. The library, computer lab, and a listening lab will be staffed by teachers who will provide on-level instruction in reading for any student that attends.

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

A. Parent Involvement: Teacher's Book Clubs —

Book clubs regarding poverty education and parent involvement will be held once a month. All staff will be required to participate in one area of study. At the start of the 2009-2010 school year, book clubs will begin and continue throughout the year.

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 2010-2011. Each school needs to appoint a strategy chair to work on this district level strategy.

I. Focused Academic Area: Small Group Guided Reading —

Small Group Guided Reading will be taught daily by staff members for 20-30 minute sessions. Teachers will use Star Reading scores to form student groups and assess progress at the end of each grading period.

J. Instruction by Highly Qualified Teachers —

Staff is required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each staff meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. A Highly Qualified Teacher List is reviewed and revised each fall.

K. Attracting Highly Qualified Teachers —

The school website promotes community relations and provides information to attract high quality staff. Ongoing professional development during the school and summer, is offered at the building level and district level to teachers. This includes an intensive new teacher-training program which also attracts high quality staff.

L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten" —

In the spring of 2010, students and parents will be invited to Elwood Haynes to meet a Kindergarten Teacher and the Principal. During this visit, students and parents will tour our school building to see the hallways, the cafeteria, the library, the gymnasium, the office, the nurse's station and visit a Kindergarten classroom.

M. Parent Notice - Assessment Results —

In the spring, individual student reports of student performance on the ISTEP+ will be sent to every parent in their native language along with a letter that describes and interprets the ISTEP+ results and encourages parents to contact school staff with questions and concerns. Parents may contact the school to meet with the teacher and/or principal to further discuss student performance on these assessments.

Q. School-Parent Involvement Policy —

The School-Parent Involvement Policy outlines how the school will support a partnership between families and staff by building the school's and parents' capacity for strong parental involvement. All parents will be invited to attend the May 2010, PTO meeting to review/revise The School-Parent Involvement Policy. The School-Parent Involvement Policy will be sent home in an annual mailing in August to inform parents of the policy and shared at parent conferences in October.

R1. Parent Right-to-Know Letter - Qualifications —

Parents will receive notice of the NCLB Parent's Right-To-Know in the District Parent Involvement Policy which will be mailed to each household in the Title I Annual Parent Meeting Mailing. In addition, at Back-to-School Registration, parents will receive instructions regarding a parents-right-to-know about qualified staff in the student handbook.

R2. Parent Right-to-Know Letter - Non-Qualified Teacher —

Parents will receive notice of the NCLB Parent's Right-To-Know (Non-Highly Qualified) in the District Parent Involvement Policy which will be mailed to each household in the Title I Annual Parent Meeting Mailing. In addition, at Back-to-School Registration, parents will receive instructions regarding a parents-right-to-know about qualified staff in the student handbook.

S. School-Parent Compact —

Our school has developed a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. All parents will be invited to attend the May 2009, PTO meeting to review/revise The School-Parent Compact for the 2009-10 school year. The School-Parent Compact will be sent home in an annual mailing to inform parents of the compact and shared with parents and student during parent conferences in October 2009.

T. Annual Parent Meeting —

The Annual Title I Parent Meeting will be held in August, 2010. There will be a day time session and an evening session immediately preceding the school's Annual Open House/Back to school Night. Title I staff will inservice parents on Title I programs and services available at Elwood Haynes Elementary and the support they provide for students.

U. Focused Student Group: Small Group Guided Reading —

Special Education males will receive 30 minutes of small group guided reading every day by certified staff members. Teachers will use star reading scores and Fountas and Pinnell benchmarks to form groups and assess progress monthly.

W. Timely Additional Assistance: Resource Room for Extra Time & Help —

A resource room for extra help/support will be provided by staff members for students in grades 2-5 to assist them with mastery of standards they are struggling with during a 30 minute AM or PM session offered during the school day. Teachers would sign students up for study sessions though email. The staff member in charge of assistance will meet them within 3 days or less.

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.

A. Parent Involvement: Teacher’s Book Clubs

Professional Development Activity	Funding	Activity Purpose
<i>Cathy Hamilton Parent Involvement Presentation</i>	Source: DOE Professional Development Grant Amount: \$3,820	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Faces for AYP presentation will include information about increasing expectations, improving discipline, and working with students and parents in poverty with the overall goal of increasing achievement.	Teachers Counselors Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Parent Involvement Book Club Staff Presentation</i>	Source: DOE Professional Development Grant Amount: \$150	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
All staff will participate in monthly book clubs regarding increasing parent involvement in high poverty schools.	Teachers Counselors Administrators	Study Group Professional Reading Reflective Writing Collaborative Problem Solving Action Research

I. Focused Academic Area: Small Group Guided Reading

Professional Development Activity	Funding	Activity Purpose
<i>Professional Reading</i>	Source: N/A Amount: \$N/A	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Professional reading materials (professional articles, books, magazines, and copies of book chapters) will be available to teachers.	Teachers Administrators	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Reading Recovery Strategies</i>	Source: N/A Amount: \$N/A	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Reading Recovery teachers will share Reading Recovery strategies with staff.	Teachers Administrators	Presentation/Workshop Peer Coaching

L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten"

No professional development is needed for this strategy.

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: Small Group Guided Reading

Professional Development Activity	Funding	Activity Purpose
<i>Professional Reading</i>	Source: n/a Amount: \$n/a	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Professional reading materials (professional articles, books, magazines, and copies of book chapters)	Teachers Administrators	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Reading Recovery Strategies</i>	Source: n/a Amount: \$n/a	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Reading Recovery teachers will share reading recovery strategies	Teachers Administrators	Presentation/Workshop

W. Timely Additional Assistance: Resource Room for Extra Time & Help

No professional development is needed for this strategy.

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: Faculty is not aware or not giving test or assessments over the Indiana Academic Standards

Data Targets Influenced by This Concern:

- Fifth Grade Male Students -- Pass ISTEP Eng/LA
- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Fourth Grade Male Students -- Pass ISTEP Eng/LA
- Second Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Third Grade Male Students -- Pass ISTEP Eng/LA

Strategies to Impact This Concern:

- PK-12 Assessment Alignment

Concern: Progress Monitoring and Data Driven Instruction

Data Targets Influenced by This Concern:

- Fifth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- First Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Fourth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Second Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Third Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- PK-12 Assessment Alignment

Required Areas of Concern

A. Parent Involvement (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- First Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Fourth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Second Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Third Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten"
- A. Parent Involvement: Teacher's Book Clubs

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- Fifth Grade Male Students -- Pass ISTEP Eng/LA
- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Fourth Grade Male Students -- Pass ISTEP Eng/LA
- Second Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Third Grade Male Students -- Pass ISTEP Eng/LA

Strategies to Impact This Concern:

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

I. Focused Academic Area (PL221, Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- First Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Fourth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Second Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Third Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- I. Focused Academic Area: Small Group Guided Reading

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- First Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Fourth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Second Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Third Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Male Students -- Pass ISTEP Eng/LA
- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Fourth Grade Male Students -- Pass ISTEP Eng/LA
- Second Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Third Grade Male Students -- Pass ISTEP Eng/LA

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- First Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten Openhouse "I Spy Kindergarten"

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Male Students -- Pass ISTEP Eng/LA
- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Fourth Grade Male Students -- Pass ISTEP Eng/LA
- Second Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Third Grade Male Students -- Pass ISTEP Eng/LA

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Male Students -- Pass ISTEP Eng/LA
- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Fourth Grade Male Students -- Pass ISTEP Eng/LA
- Second Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Third Grade Male Students -- Pass ISTEP Eng/LA

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Male Students -- Pass ISTEP Eng/LA
- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Fourth Grade Male Students -- Pass ISTEP Eng/LA
- Second Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Third Grade Male Students -- Pass ISTEP Eng/LA

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Male Students -- Pass ISTEP Eng/LA
- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Fourth Grade Male Students -- Pass ISTEP Eng/LA

- Second Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Third Grade Male Students -- Pass ISTEP Eng/LA

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Male Students -- Pass ISTEP Eng/LA
- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Fourth Grade Male Students -- Pass ISTEP Eng/LA
- Second Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Third Grade Male Students -- Pass ISTEP Eng/LA

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- First Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Fourth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Second Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Third Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- First Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Fourth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Second Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Third Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- U. Focused Student Group: Small Group Guided Reading

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- Fifth Grade Male Students -- Pass ISTEP Eng/LA
- Fifth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- First Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- First Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Fourth Grade Male Students -- Pass ISTEP Eng/LA
- Fourth Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

- Second Grade Students -- Pass Reading Comprehension on IRDA Spring Test
- Second Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test
- Third Grade Male Students -- Pass ISTEP Eng/LA
- Third Grade Students -- Pass STAR Reading At/Above Grade Level on Spring Test

Strategies to Impact This Concern:

- Extended Learning Activities
- W. Timely Additional Assistance: Resource Room for Extra Time & Help

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:	1. Kokomo Center Schools does not have an adopted curriculum. The state standards are is the framework for instruction and a copy is provided for each teacher via hard copy or through the DOE web site.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Acuity on line state standers based assessment for reading and math 3-5 grades, Waterford on line assessment for K-2 reading only, Star Reading for grades 1-5, Star Math for grades 1-5, along with ISTEP+ grades 3-5	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	NA	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	NA	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.

Annual Parent Meeting

May 15, 2009: Create the Power Point Presentation

Person: Cara-Jean Rayl/Kathi Hoover

Activity: Annual Title 1 Parent Meeting

May 20, 2009: Create the Agenda of the Annual Title 1 Meeting

Person: Hoover/Tetrick/McCauley

Activity: Annual Title 1 Parent Meeting

May 29, 2009: Create Evaluation Sheet for parents to complete after the meeting

Person: Lynn McCauley

Activity: Annual Title 1 Parent Meeting

May 29, 2009: Create the Parent Sign-in Sheet

Person: Mary Tetrick

Activity: Annual Title 1 Parent Meeting

Aug 4, 2009: Send by mail an invitation to the Annual Title 1 Parent Meeting to all parents

Person: Tetrick/ McCauley

Activity: Annual Title 1 Parent Meeting

Aug 4, 2009: Send by mail Parent Involvement Policy to all parents

Person: Tetrick/McCauley

Activity: Annual Title 1 Parent Meeting

Aug 4, 2009: Send by mail School Parent Compact to all parents

Person: Tetrick/McCauley

Activity: Annual Title 1 Parent Meeting

Aug 10, 2009: Copy Grade Level Indiana State Standards and New Class Lists

Person: Tetrick/McCauley

Activity: Annual Title 1 Parent Meeting

Aug 10, 2009: Hand out the Indiana State Standards for each grade level will be at the Annual Title 1 Parent Meeting

Person: Rayl

Activity: Annual Title 1 Parent Meeting

Aug 10, 2009: Purchase paper goods and food the the Annual Title 1 Meeting

Person: McCauley/ Tetrick

Activity: Annual Title 1 Parent Meeting

Aug 10, 2009: Set up the Cafeteria for the Annual Title 1 Meeting

Person: Title 1 Staff

Activity: Annual Title 1 Parent Meeting

Aug 11, 2009: Facilitate the Annual Title 1 Parent Meeting

Person: Hoover/Campbell

Activity: Annual Title 1 Parent Meeting

Aug 11, 2009: Prepare, serve, and clean-up food at the Annual Title 1 Meeting

Person: Title 1 Staff

Activity: Annual Title 1 Parent Meeting

- Aug 14, 2009:** Create Title 1 Survey
Person: Reed/Mitcham
Activity: Survey
- Aug 17, 2009:** Sent Title 1 Survey home with students
Person: Reed/Mitcham
Activity: Survey
- Aug 21, 2009:** Collect Survey from classroom teachers
Person: Tetrick/McCauley/Hoover
Activity: Survey
- Aug 24, 2009:** Evaluate the responses from the survey
Person: Tetrick/McCauley/Hoover
Activity: Survey

Early Childhood Transition

- Aug 28, 2009:** Call the Transportation Department to schedule a bus driver and bus to pick up students for the Kindergarten Openhouse
Person: Sara Van Dam
Activity: Kindergarten Openhouse Parent and Student Transportation
- Mar 3, 2010:** Determine the bus pick up and drop off sites
Person: James McConnell
Activity: Kindergarten Openhouse Parent and Student Transportation
- Mar 10, 2010:** Create a bus pick up and drop off schedule
Person: Sara Van Dam
Activity: Kindergarten Openhouse Parent and Student Transportation
- Mar 22, 2010:** Submit to school Newsletter (sent to all parents) information about the Kindergarten Openhouse
Person: Sara Van Dam
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- Mar 26, 2010:** Create the Kindergarten Openhouse schedule
Person: Martha Phares
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- Mar 26, 2010:** Design the tours for the Kindergarten Openhouse explaining which areas of the building that will be seen and discussed
Person: Martha Phares
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- Mar 26, 2010:** Investigate Snack options and times for the Kindergarten Openhouse
Person: Stacey Kaiser
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- Apr 5, 2010:** Design and print fliers for the Kindergarten Openhouse
Person: Diane Driver
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- Apr 5, 2010:** Distribute Fliers to local daycares, preschools, and churches
Person: Diane Driver
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- Apr 5, 2010:** Submit Internet publicity to webmaster for posting on the school website
Person: Peggy Rivers
Activity: Kindergarten Openhouse "I Spy Kindergarten"

- Apr 29, 2010:** Create a survey to be completed by Kindergarten parents at the Kindergarten Openhouse
Person: Sara Van Dam
Activity: Kindergarten Openhouse Survey
- May 3, 2010:** Assemble Magnify Glasses for Kindergarten students who attend the Kindergarten Openhouse
Person: Laura Summers
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- May 3, 2010:** Connumicate to Janitors about the Kindergarten Openhouse date and schedule
Person: Stacey Kaiser
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- May 3, 2010:** Make student copies of the I-Spy books to be given to the Kindergarten students who attend the Kindergarten Openhouse
Person: Sara Van Dam
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- May 7, 2010:** Assemble the I-Spy books for Kindergarten students who attend the Kindergarten Openhouse
Person: Diane Driver
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- May 11, 2010:** Oversee the Guided tours of the building during the Kindergarten Openhouse
Person: Sara Van Dam
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- May 11, 2010:** Request and copy (if necessary) the Kindergarten Information Packets from the Administration Building to be given to the Kindergarten parents at the Kindergarten Openhouse
Person: Melissa Buck
Activity: Kindergarten Openhouse "I Spy Kindergarten"
- May 11, 2010:** Collect the Kindergarten Openhouse Surveys
Person: Martha Phares
Activity: Kindergarten Openhouse Surveys
- May 11, 2010:** Pass out the Kindergarten Openhouse Surveys
Person: Martha Phares
Activity: Kindergarten Openhouse Surveys
- May 18, 2010:** Analyze data from the Kindergarten Openhouse surveys
Person: Stacey Kaiser
Activity: Kindergarten Openhouse Surveys
- May 19, 2010:** Enter Data from the Kindergarten Openhouse Survey
Person: Stacey Kaiser
Activity: Kindergarten Openhouse Surveys

Focused Academic Area

- Mar 25, 2009:** Create Teacher Survey
Person: Matt Truesdell
Activity: Small Group Guided Reading Teacher Survey
- May 1, 2009:** Teacher Survey
Person: Becky Middlesworth
Activity: Collect baseline data
- May 15, 2009:** Analyze Baseline Data
Person: Debbie Newby
Activity: Collect baseline data

- Aug 1, 2009:** Provide professional reading material concerning small group guided reading
Person: Kathi Hoover, Marcia Maple
Activity: Professional Reading
- Aug 2, 2009:** Provide a sign up sheet for teachers to schedule time with Literacy Coaches
Person: Kthi Hoover, Marcia Maple
Activity: Small group guided reading support
- Sep 1, 2009:** Create a schedule for small group guided reading for all students in grades 1-5
Person: Linda Campbell
Activity: Small Group Guided Reading Schedule
- Sep 1, 2009:** Identify students based on Star reading or Developmental Reading Assessment(DRA) scores
Person: Teaching Staff
Activity: Student Identification for small group guided reading
- Sep 2, 2009:** Put small group guided reading on the agenda for the September Teacher's Meeting
Person: Debbie Newby
Activity: Presentations/Meetings
- Sep 2, 2009:** Teacher presentation on small group guided reading
Person: Debbie Newby
Activity: Presentations/Meetings
- Sep 2, 2009:** One on One or small group assistance for staff members with questions or concerns
Person: Kathi Hoover & Marcia Maple
Activity: Small group guided reading support
- Sep 2, 2009:** Provide classroom modeling by Literacy Coaches.
Person: Kathi Hoover & Marcia Maple
Activity: Small group guided reading support
- Sep 2, 2009:** Provide observation time in other classrooms to see Small Group Guided Reading being done successfully.
Person: Kathi Hoover & Marcia Maple
Activity: Small group guided reading support
- Sep 2, 2009:** Small Group Guided Reading Modeling by Literacy Coaches with Primary and Intermediate teachers in seperate groups.
Person: Kathi Hoover & Marcia Maple
Activity: Small group guided reading support
- Oct 6, 2009:** Reading Recovery strategies shared with staff
Person: Cara Jean Rayl
Activity: Reading Recovery Strategies
- Nov 1, 2009:** Revise Teacher Survey for mid year/final year distribution
Person: Matt Truesdell
Activity: Small Group Guided Reading Teacher Survey
- Nov 3, 2009:** Identify students based on Star reading or Developmental Reading Assessment(DRA) scores
Person: Teaching Staff
Activity: Student Identification for small group guided reading
- Dec 11, 2009:** CollectTeacher Survey
Person: Becky Middlesworth
Activity: Collect first semester/trimester follow up data
- Dec 16, 2009:** Analyze mid year teacher survey data
Person: Debbie Newby
Activity: Collect first semester/trimester follow up data

- Jan 5, 2010:** Identify students based on Star reading or Developmental Reading Assessment(DRA) scores
Person: Teaching Staff
Activity: Student Identification for small group guided reading
- Mar 9, 2010:** Identify students based on Star reading or Developmental Reading Assessment(DRA) scores
Person: Teaching Staff
Activity: Student Identification for small group guided reading
- Apr 30, 2010:** Collect teacher survey
Person: Becky Middlesworth
Activity: Collect final semester teacher surveys
- May 14, 2010:** Analyze final semester teacher survey
Person: Debbie Newby
Activity: Collect final semester teacher surveys

Focused Student Group

- Mar 25, 2009:** Create teacher survey
Person: Matt Truesdell
Activity: Small Group Guided Reading Teacher Survey
- May 1, 2009:** collect baseline teacher data
Person: Becky Middleworth
Activity: Collect baseline data
- May 15, 2009:** analyze baseline data
Person: Amy Spicer
Activity: Collect baseline data
- Aug 1, 2009:** provide teachers with research books about guided reading strategies-located in the literacy coaches office
Person: Kathi Hoover and Marcia Maple
Activity: Professional Reading
- Sep 1, 2009:** Create a schedule for small group guided reading for special education students in grades 1-5
Person: Linda Campbell
Activity: Small Group Guided Reading Schedule
- Sep 1, 2009:** Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading
- Sep 2, 2009:** 1 on 1 or small group assistance for those staff members with questions or concerns
Person: Kathi Hoover and Marcia Maple
Activity: Guided Reading Support
- Sep 2, 2009:** provide sign up sheet for teachers to schedule time with literacy coaches
Person: Kathi Hoover and Marcia Maple
Activity: Guided Reading Support
- Oct 1, 2009:** Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading
- Oct 6, 2009:** Reading Recovery Teachers will share Reading Recovery strategies that can be used in small group guided reading
Person: Cara Jean Rayl
Activity: Reading Recovery Strategies

- Oct 15, 2009:** provide classroom observation time for teachers to observe small group guided reading in other classrooms
Person: Amy Spicer
Activity: observation
- Oct 24, 2009:** provide a sign up sheet for scheduling modeling time for teachers
Person: Kathi Hoover and Marcia Maple
Activity: Modeling for small group guided reading
- Oct 24, 2009:** small group guided reading modeling by literacy coaches primary and intermediate in separate groups
Person: Kathi Hoover and Marcia Maple
Activity: Modeling for small group guided reading
- Oct 28, 2009:** classroom modeling will be provided for individual teachers by literacy coaches
Person: Kathi Hoover and Marcia Maple
Activity: Modeling for small group guided reading
- Nov 1, 2009:** Revise teacher survey for mid-year/final-year distribution
Person: Matt Truesdell
Activity: Small Group Guided Reading Teacher Survey
- Nov 1, 2009:** Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading
- Dec 1, 2009:** Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading
- Dec 11, 2009:** collecting teacher survey
Person: Becky Middlesworth
Activity: Collect first semester/trimester follow up data
- Dec 16, 2009:** Analyze mid-year teacher data survey
Person: Amy Spicer
Activity: Collect first semester/trimester follow up data
- Jan 1, 2010:** Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading
- Feb 1, 2010:** Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading
- Mar 1, 2010:** Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading
- Apr 1, 2010:** Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading
- Apr 30, 2010:** collect teacher survey
Person: Becky Middlesworth
Activity: Collect final semester/trimester follow up data
- May 1, 2010:** Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading

May 14, 2010: analyze final semester teacher survey
Person: Amy Spicer
Activity: Collect final semester/trimester follow up data

Jun 1, 2010: Identify Special Education students using STAR Reading or DRA Scores
Person: Amy Spicer
Activity: Student Identification (Special Education) for Small Group Guided Reading

Parent Involvement

Mar 19, 2009: Update parent involvement survey
Person: Christi Ratcliff
Activity: Collect final semester follow-up data

Mar 20, 2009: Create teacher survey about parent involvement
Person: Christi Ratcliff
Activity: Collect baseline data for Parent Involvement

Mar 24, 2009: Collect updated parent involvement survey
Person: Sandy McNulty
Activity: Collect final semester follow-up data

Mar 24, 2009: Distribute updated parent involvement survey
Person: Sandy McNulty
Activity: Collect final semester follow-up data

Mar 25, 2009: Collect survey about parent involvement
Person: Sandy McNulty
Activity: Collect baseline data for Parent Involvement

Mar 25, 2009: Hand out survey about parent involvement
Person: Sandy McNulty
Activity: Collect baseline data for Parent Involvement

Mar 29, 2009: Put Parent Involvement Book Clubs on agenda for Organization Day
Person: Adrienne Akers
Activity: Parent Involvement Book Club Staff Presentation

Apr 14, 2009: Analyze parent involvement data
Person: Mary Tetrick
Activity: Collect final semester follow-up data

Apr 15, 2009: Analyze Parent Involvement data
Person: Mary Tetrick
Activity: Collect baseline data for Parent Involvement

Jul 30, 2009: Design Parent Involvement Book Club Presentation
Person: Adrienne Akers
Activity: Parent Involvement Book Club Staff Presentation

Aug 7, 2009: Create book and/or article options
Person: Adrienne Akers
Activity: Parent Involvement Book Clubs for Staff

Aug 10, 2009: Make presentation about Parent Involvement Book Clubs to staff
Person: Adrienne Akers
Activity: Parent Involvement Book Club Staff Presentation

Aug 14, 2009: Choose grade level encouragers
Person: Sandy McNulty
Activity: Grade-Level Support

Aug 14, 2009: Create schedule for book clubs
Person: Laurie Rayl
Activity: Parent Involvement Book Clubs for Staff

Aug 14, 2009: Order books and print articles
Person: Stacey Kaiser
Activity: Parent Involvement Book Clubs for Staff

Aug 17, 2009: Provide information to grade level encouragers
Person: Sandy McNulty
Activity: Grade-Level Support

Aug 27, 2009: Meeting to discuss current text
Person: Parent Involvement Committee
Activity: Parent Involvement Book Clubs for Staff

Oct 30, 2009: Copy speaker handouts for Cathy Hamilton presentation
Person: Stacey Kaiser
Activity: Cathy Hamilton Parent Involvement Presentation

Oct 30, 2009: Update Parent Involvement survey
Person: Christi Ratcliff
Activity: Collect first semester follow-up data for Parent Involvement

Nov 1, 2009: Create agenda for Cathy Hamilton presentation
Person: Adrienne Akers
Activity: Cathy Hamilton Parent Involvement Presentation

Nov 4, 2009: Contact and Book Ms. Hamilton for presentation
Person: Ann Maddox
Activity: Cathy Hamilton Parent Involvement Presentation

Nov 4, 2009: Distribute handouts for Cathy Hamilton presentation
Person: Stacey Kaiser
Activity: Cathy Hamilton Parent Involvement Presentation

Nov 4, 2009: Introduction for speaker at Cathy Hamilton presentation
Person: Adrienne Akers
Activity: Cathy Hamilton Parent Involvement Presentation

Nov 4, 2009: Refreshments for Cathy Hamilton presentation
Person: Ann Maddox
Activity: Cathy Hamilton Parent Involvement Presentation

Nov 4, 2009: Collect updated parent involvement survey
Person: Sandy McNulty
Activity: Collect first semester follow-up data for Parent Involvement

Nov 4, 2009: Distribute updated parent involvement survey
Person: Sandy McNulty
Activity: Collect first semester follow-up data for Parent Involvement

Nov 18, 2009: Analyze parent involvement data
Person: Mary Tetrick
Activity: Collect first semester follow-up data for Parent Involvement

Timely Additional Assistance

Mar 25, 2009: Collect baseline data from teacher survey for ENRR

Person: Heather Correll

Activity: Collect baseline data

Mar 25, 2009: Develop a concern sheet for issues that arise with Eagle's Nest resource room

Person: Jill Barton

Activity: Eagle's Nest Suggestion Box

Mar 25, 2009: Create Teacher Survey for ENRR

Person: Heather Correll

Activity: Teacher Survey

Apr 17, 2009: Analyze and record percentage of positive teacher responses from survey to determine baseline interest level in ENRR

Person: Heather Correll

Activity: Collect baseline data

May 1, 2009: Submit topic for Organization Day meeting to discuss Eagle's Nest resource room

Person: Heather Correll

Activity: Eagle's Nest Resource Room set up

Aug 31, 2009: Find a room or area

Person: Linda Campbell

Activity: Eagle's Nest Resource Room set up

Aug 31, 2009: Inform staff through email of the procedures for the Eagle's Nest resource room.

Person: Heather Correll

Activity: Eagle's Nest Resource Room set up

Aug 31, 2009: Put flyer in staff mailboxes to inform them of procedures for the Eagle's Nest resource room.

Person: Heather Correll

Activity: Eagle's Nest Resource Room set up

Aug 31, 2009: Meet with grade level chairs to explain concern process

Person: Heather Correll

Activity: Eagle's Nest Suggestion Box

Sep 30, 2009: Develop a system of record keeping

Person: Ashley Reed

Activity: Eagle's Nest Resource Room set up

Sep 30, 2009: Provide materials and resources for ENRR

Person: Jill Barton

Activity: Eagle's Nest Resource Room set up

Sep 30, 2009: Set up email system for sign-up process

Person: Ashley Reed

Activity: Eagle's Nest Resource Room set up

Nov 30, 2009: Revise Teacher Survey for ENRR

Person: Heather Correll

Activity: Teacher Survey

Jan 8, 2010: analyze and record first semester data to determine percentage of positive teacher responses to the effectiveness of the ENRR in providing timely additional assistance to students.

Person: Jill Barton

Activity: Collect first semester/trimester follow up data

May 14, 2010: analyze and record second semester data to determine percentage of positive teacher responses to the effectiveness of the ENRR in providing Timely Additional Assistance to students

Person: Tammy Kearns

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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