

School Improvement Plan - PL221 Version - 2009-2012

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Lafayette Park Elementary Sch (2969)

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

Lafayette Park Elementary 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
- 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

- Marcy Brown - Teacher
- Marianne Christie - Teacher
- Kristen Downing - Teacher
- Sandi Ednie - Teacher
- Melissa Kidwell - Parent/Guardian
- Dr. Robert Mason, DVM - Community Representative
- Patrick Quillen - Administrator

Strategy Chairs

- Heather Baden
- Alyson Brothers
- Jill Canady
- Holly Downam
- Kristen Downing
- Sandi Ednie
- Jodi Schoolman
- Title I Teacher

Community Council

- Skiler Berndt
- Lisa Carter - Mother
- Shari Cassler - School Social Worker
- Steve Davis
- Travis Ferrell
- Mallory Groen
- Stephanie Hopson
- Peggy Huff - Dental Asst.
- Cresta Johnson
- Beth Jones - Dental Lab Owner
- Kris Kidwell
- Melissa Kidwell - Paraprofessional
- Mary King
- Jeanette Landrum
- Amy Langenderfer
- Robert Mason - Veterinarian
- Tammy McCartney
- Kristy McNeil
- Rebekah Monroe - Student/Accountant
- Dan Pierce
- Laura Pierce
- Thomas Reardon
- Barbara Schten - Music Teacher
- Doug Vaughn - Business Manager
- Angela Ward

- Conarlton Worland
- Dietz Worland

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 environment where they are respected for their individuality. We believe all students deserve to be challenged with instruction that meets their individual needs and prepares them for the future. We believe all students deserve parents who are actively involved in their child's education at home and school. We believe all students deserve a well-structured environment in which they have the opportunity to learn without distractions. We believe all students deserve enthusiastic, motivating, and knowledgeable teachers who implement a variety of teaching strategies to reach all learners.

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

All adults in the school community value the importance of a quality education. All adults in school community have high expectations for student success and are advocates for student's rights for a successful education. Parents regularly attend school functions, student-led conferences, etc. and provide a supportive learning environment at home. Parents and teachers communicate on a regular basis. Teachers work collaboratively to ensure the success of each student as they progress through their school career. The community supports the school and provides opportunities for real world applications along with mentoring and volunteering. The community will also provide a monetary, tangible partnership to benefit the school.

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

All students will take responsibility for their own learning. They will take pride in their work, value education and exhibit motivation for success. Students will be engaged in the learning process by focusing on instruction, showing enthusiasm, and not disrupting the learning environment. Students will be respectful toward themselves, adults, peers and the learning environment. Students will work collaboratively while tolerating and valuing others' points of view. Students will understand the relationship between school learning and a productive and satisfying future.

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

- % of students who pass ISTEP assessment: 100%
- % of students who read at grade level: 100%
- % of students who are at grade level on STAR Math and Reading: 100%
- % of students who score at grade level on IRDA: 100%
- % of students who perform at grade level on ACUITY: 100%
- % of students who score 100% on the Pre-Kids Kindergarten assessment: 100%
- % of students who do not receive discipline referrals: 100%
- % of students who have perfect attendance: 100%
- % of students who receive passing grades on their report cards: 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 Grade 1 - Reading At or Above Grade Level on Spring IRDA

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		50		53		56		100

All Students Grade 2 - Reading At or Above Grade Level on Spring IRDA

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	
				59		62		65		68		100

All students grade 3 - Master Writing Applications on ISTEP (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	
	71		70		68	71		74		77		100

All Students Grade 3 - Reading At or Above Grade Level on Spring STAR Assessment

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	
				52		57		62		67		100

All Students Grade 4 - Master Writing Applications on ISTEP (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	
	80		67		70	75		78		81		100

All Students Grade 4 - Reading At or Above Grade Level on Spring STAR Assessment

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	
				49		52		55		56		100

All Students Grade 5 - Master Writing Applications on ISTEP (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	
	66		76	78	81	84		87		90		100

All Students Grade 5 - Reading At or Above Grade Level on Spring STAR Assessment

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		56		59		62		100

All Students Grade K - Reading at or above Grade Level on Spring IRDA

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		68		71		74		100

Special Education Students - Passing ISTEP Language Arts (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	
	51	58		61		64		67		70		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

71% of faculty, 53% of 3rd graders, 35% of Fourth Graders, and 17% of 5th graders feel that students' personal problems are interfering with learning. 8 out of 15 community respondents perceive LPE as having students with personal problems.

Concern: Mastery of Standards

100% of parents expect their children to master standards, but only 65% of students expect to master standards.

Concern: . Progress monitoring & Data Driven Instruction

There is a lack of consistency in our assessments for k-5 reading, writing, and math.

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

Discipline Procedures —

Staff will develop (using a prior discipline form as a guideline) a discipline step policy for all students to be used by ALL staff for next school year.

Foster Positive Parent/School Relationships —

All K-5 teachers (including all special areas) will utilize a developed format, to foster strong/positive parent-school relationships, when contacting parents.

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: Reading Night —

During the spring semester, an author will be invited to come to school and read to the students and their families during the evening. Stations will be set up to give parents tips on how to help their children at home with reading, example lessons that are conducted at school, and example student projects. We will give books away. Parents will also have opportunities to discuss reading tips with teachers and staff.

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: Cross Grade Level Reading Instruction —

After teachers assess and level students using Fountas & Pinell, students will be organized into flexible groups by ability and/or needs starting with a 40 minute remediation or enrichment period. Instruction will be provided by teachers and paraprofessionals one day a week using teacher designed materials.

I. Focused Academic Area: Simple 6 Writing —

All K-5 teachers will continue to use Simple 6 writing instruction throughout the school year. --Teachers will implement a 9 week plan of instruction during the first 9 week grading period. --Teachers will use a "15 Day Crunch" program in the spring prior to ISTEP testing. --All K-5 teachers will implement a writing prompt three times a year for all students to assess growth.

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.

K. Attracting Highly Qualified Teachers —

Individual school websites promote community relations and provide information to attract high quality staff. Ongoing professional development during the school year and summer, including an intensive new teacher-training program attracts high quality staff.

L. Early Childhood Transition: Kindergarten DVD —

LPES will create a DVD of the school that shows the classrooms and the Kindergarten program as well as things that parents can do to get their child ready for kindergarten. We will give these to preschools and preschool families during the spring when they visit the school. Students and teachers from the PreK programs that feed into LPES will visit the Kindergarten classrooms during the school day in late spring as part of this transition program. They will receive a copy of the DVD, get to meet the teachers and receive information for the upcoming school year.

M. Parent Notice - Assessment Results —

Individual 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 —

Parents are invited to participate in the development and review of the School-Parent Involvement Policy at the Annual Title I meeting. All parents are mailed a copy of the policy prior to the meeting. Suggestions are reviewed and discussed in order to make any necessary revisions to the policy.

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

The Parent Right to Know Letter is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. Parents are required to sign a form signifying they have received/read the information in the handbook, including the parent right to know letter.

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

The Parent Right to Know Letter (Non Highly Qualified) is distributed in a timely fashion to parents of students who have been assigned, or been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

S. School-Parent Compact —

Our school develops 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. The school-parent compact is revised and reviewed annually by staff and parents. The compact is shared with parents and students during parent conferences. Moreover, it is mailed to all parents.

T. Annual Parent Meeting —

Parents are invited to attend the annual Title I meeting to learn about the school plan, curriculum, academic standards and assessments. Meetings are held at the school with sessions during the day and the evening. Parents are given copies of the Parent Involvement Policy, School-Parent Compact and the School Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents.

U. Focused Student Group: Student Mentoring/Tutoring —

LPES will develop a plan of mentoring/tutoring at risk students in the F/R and Special Education sub-groups by using peers, middle school students, and people from the community including parents. The students that will be mentored/tutored will be identified based on standardized tests. This will begin in the fall and continue throughout the school year. We will have a coordinator (not a staff person) who will organize and implement this strategy.

W. Timely Additional Assistance: Small Group Instruction —

All teachers will provide small group instruction for students not mastering grade level reading standards thirty minutes per day/three days a week. Student progress will be monitored every three weeks to determine additional needs.

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.

Discipline Procedures

Professional Development Activity	Funding	Activity Purpose
<i>Providing Teachers Training on how to use the discipline form</i>	Source: NA Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Discipline form-how to complete and implement	Teachers	Talk to

Foster Positive Parent/School Relationships

Professional Development Activity	Funding	Activity Purpose
<i>Providing Teachers Training on how to use the Parent Contact form</i>	Source: NA Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Parent Contact form-how to complete and implement.	Teachers	Talk to

A. Parent Involvement: Reading Night

No professional development is needed for this strategy.

I. Focused Academic Area: Cross Grade Level Reading Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Modeling</i>	Source: NA Amount: \$0	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will model reading best practices through out the school year.	Teachers	Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Book Club</i>	Source: Professional Development Fund Amount: \$600.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teacher will receive a professional development book for reading instruction to read over the over the school year. They will discuss the books. We will also hold a make-it take-it to go along with our book and strategy.	Teachers	Study Group Professional Reading

I. Focused Academic Area: Simple 6 Writing

Professional Development Activity	Funding	Activity Purpose
<i>Simple Six Training for New Teachers</i>	Source: Professional Development Fund Amount: \$100.00	Skill Building
Brief Description	Intended Participants	Activity Format
Training for New Teachers on Simple Six Writing Process. Simple Six books and posters will be provided to teachers.	Teachers	Professional Reading

L. Early Childhood Transition: Kindergarten DVD

No professional development is needed for this strategy.

U. Focused Student Group: Student Mentoring/Tutoring

Professional Development Activity	Funding	Activity Purpose
<i>Visiting Columbian Elementary</i>	Source: NA Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Team members will visit a local school that is using a mentoring and tutoring program.	Teachers	Talk to Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Investigate MENT program procedures at Columbian Elementary School.</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Team members will discuss with the individuals who run the MENT program their procedures and guidelines for this program.	Teachers	Talk to

Professional Development Activity	Funding	Activity Purpose
<i>Provide training for teachers at Lafayette Park Elementary on using the Mentoring/Tutoring Program.</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
We will have a program sharing with the other teachers how to use this program in our school.	Teachers	Presentation/Workshop

W. Timely Additional Assistance: Small Group Instruction

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: Student Discipline

Data Targets Influenced by This Concern:

- All Students Grade 1 -- Reading At or Above Grade Level on Spring IRDA
- All Students Grade 2 -- Reading At or Above Grade Level on Spring IRDA
- All Students Grade 3 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 4 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 5 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

Strategies to Impact This Concern:

- Discipline Procedures
- Foster Positive Parent/School Relationships

Concern: Mastery of Standards

Data Targets Influenced by This Concern:

- All students grade 3 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 4 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 5 -- Master Writing Applications on ISTEP (seat data)
- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

Concern: . Progress monitoring & Data Driven Instruction

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- PK-12 Assessment Alignment

Required Areas of Concern

A. Parent Involvement (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Foster Positive Parent/School Relationships
- A. Parent Involvement: Reading Night

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students Grade 1 -- Reading At or Above Grade Level on Spring IRDA
- All Students Grade 2 -- Reading At or Above Grade Level on Spring IRDA
- All Students Grade 3 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 4 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 5 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

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:

- All Students Grade 1 -- Reading At or Above Grade Level on Spring IRDA
- All Students Grade 2 -- Reading At or Above Grade Level on Spring IRDA
- All students grade 3 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 3 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 4 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 4 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade 5 -- Master Writing Applications on ISTEP (seat data)
- All Students Grade 5 -- Reading At or Above Grade Level on Spring STAR Assessment
- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

Strategies to Impact This Concern:

- I. Focused Academic Area: Cross Grade Level Reading Instruction
- I. Focused Academic Area: Simple 6 Writing

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- All Students Grade K -- Reading at or above Grade Level on Spring IRDA

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten DVD

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

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:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

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:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

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:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Student Mentoring/Tutoring

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Small Group Instruction

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:	A copy is located at the Administration Center.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Indiana Reading Diagnostic Assessment; Assesses students in grades K-2 on reading comprehension, phonics, and comprehension. Administered 3 times per year. Acuity: Assesses students in grades 3-5 over grade-level academic standards. Administered 3 times per year. STAR Reading: A quick assessment for students in grades K-5 that gives a 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
Program Consolidation Plan:	Title I programs will be coordinated with Special Education and ELL programs. Funding will be coordinated but not consolidated on reports.	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.

Discipline Procedures

- ✓ **Mar 20, 2009:** Call bookstore for cost of triplicate form
Person: Cole
Activity: Develop 5 step form
- ✓ **Mar 20, 2009:** Re-write step 2(Opportunities given by the teacher for the student to be removed from a situation to gain self control)--make a "grocery list" of activites
Person: Schoolman
Activity: Develop 5 step form
- ✓ **Mar 20, 2009:** Send e-mail to get ideas for "grocery list" for step 2
Person: Novinger
Activity: Develop 5 step form
- ✓ **Mar 20, 2009:** Rewrite Form
Person: Christie
Activity: Parent Form
- ✓ **Mar 20, 2009:** Talk to the principal--find out how binding the form is(accountability)
Person: Downam
Activity: Parent Form
- Mar 20, 2009:** Send mass e-mail to teachers with attachment of forms
Person: Downam
Activity: Teacher Feedback on Form
- May 15, 2009:** Presentation will be given in a staff meeting to train teachers how to use the discipline form
Person: All members of the Insai discipline team
Activity: Providing Teachers Training on how to use the discipline form
- Aug 10, 2009:** Durning a staff meeting, a "refresher" presentation will be given to remind teachers how to use the forms
Person: All members of the Insai discipline team
Activity: Providing Teachers Training on how to use the discipline form
- Oct 19, 2009:** Count the # of referals to the office
Person: J. Schoolman
Activity: Collect baseline data
- Oct 19, 2009:** Determine % of teachers using the procedural forms
Person: J. Schoolman
Activity: Collect baseline data
- Dec 19, 2009:** Determine % of teachers using the procedural forms
Person: S.Novinger
Activity: Collect first semester/trimester follow up data
- Dec 19, 2009:** Review the change in the # of referals to the office
Person: S.Novinger
Activity: Collect first semester/trimester follow up data

Apr 1, 2010: Determine % of teachers using the procedural forms

Person: H. Downam

Activity: Collect final semester/trimester follow up data

Apr 1, 2010: Review the change in the # of referrals to the office

Person: H. Downam

Activity: Collect final semester/trimester follow up data

Early Childhood Transition

Apr 28, 2009: Create DVD of Kindergarten Program with Washington staff

Person: Kindergarten Teacher

Activity: Kindergarten DVD

Sep 1, 2009: Make copies of the DVD--enough for every family of incoming students

Person: Heather Baden

Activity: Kindergarten DVD

Sep 1, 2009: Develop letter for families of preschool and Kindergarten students

Person: Kindergarten Teacher

Activity: Parent Friendly Letter

Oct 1, 2009: Give copies of DVD to pre-schools

Person: Heather Baden

Activity: Kindergarten DVD

Oct 1, 2009: Distribute letter to parents of incoming Kindergarten Students

Person: Heather Baden

Activity: Parent Friendly Letter

Oct 1, 2009: Distribute letter to preschools

Person: Heather Baden

Activity: Parent Friendly Letter

Jan 28, 2010: Plan meeting for families to visit K classroom and to receive a copy of the DVD

Person: Kindergarten Teachers

Activity: Parent Meeting

Feb 28, 2010: Notify parents of current students with siblings entering Kindergarten of the meeting

Person: Heather Baden

Activity: Parent Meeting

Feb 28, 2010: Notify pre-schools of the parent meeting for incoming students

Person: Heather Baden

Activity: Parent Meeting

Mar 28, 2010: Hold meeting for Kindergarten families to visit K classroom and to receive a copy of the DVD

Person: Kindergarten Teachers

Activity: Parent Meeting

Focused Academic Area

Feb 28, 2009: % of teachers using Simple Six using survey

Person: Jill Canady

Activity: Collect baseline data

✓ **Mar 31, 2009:** Contact other school with similar programs.

Person: Kristy Downing

Activity: School Visitations

- ✓ **Apr 30, 2009:** Develop Powerpoint Presentation to show to Lafayette Park Staff.
Person: Josie McKay
Activity: School Visitations

- ✓ **Apr 30, 2009:** Gather information from other schools with similar programs.
Person: Task Force
Activity: School Visitations

- ✓ **Apr 30, 2009:** Make question list for schools that we will visit.
Person: Heather Baden
Activity: School Visitations

- ✓ **Apr 30, 2009:** Observe other schools with similar programs.
Person: Task Force
Activity: School Visitations

- ✓ **Apr 30, 2009:** Visit other schools with similar programs.
Person: Task Force
Activity: School Visitations

- May 30, 2009:** Meet with other schools staff to discuss program.
Person: Task Force
Activity: School Visitations

- May 30, 2009:** Provide time to develop resources to help implement Simple Six.
Person: Katie Suter
Activity: Simple Six Resources

- May 31, 2009:** Select book.
Person: Heather Baden
Activity: Book Club

- ✓ **May 31, 2009:** Get on Staff Meeting Agenda
Person: Heather Baden
Activity: Present to Lafayette Park Staff

- May 31, 2009:** Present to Staff
Person: Task Force
Activity: Present to Lafayette Park Staff

- May 31, 2009:** Meet with middle school principal to finalize specials schedule.
Person: Pat Quillen
Activity: Schedule

- ✓ **May 31, 2009:** Plan presentation for the Lafayette Park Staff
Person: Josie McKay
Activity: School Visitations

- Jun 30, 2009:** Purchase books.
Person: Pat Quillen
Activity: Book Club

- Jun 30, 2009:** Meet with elementary principal to get final specials schedule.
Person: Josie McKay
Activity: Schedule

- Aug 30, 2009:** Provide rubric and quarterly data collection data sheet.
Person: Amy Mueller
Activity: Collect first semester/trimester follow up data

Aug 30, 2009: All K-5 teachers will implement a writing prompt 3 times a year for all students to assess growth.

Person: Principal, Strategy Chair

Activity: Implement Simple Six

Aug 30, 2009: K-5 teachers have books, binders, and/or posters.

Person: BethAnn Heuermann

Activity: Implement Simple Six

Aug 30, 2009: K-5 teachers have system in place to collect and organize writing samples.

Person: BethAnn Heuermann

Activity: Implement Simple Six

Aug 30, 2009: Provide training and materials for new staff members.

Person: Dawn Wysong

Activity: Simple Six Training for New Teachers

Aug 31, 2009: Distribute books to teachers.

Person: Heather Baden

Activity: Book Club

Aug 31, 2009: Assign spaces for paraprofessionals and Title 1 staff.

Person: Darlene Huffman

Activity: Find Space for Paraprofessionals and Title 1 Staff

Aug 31, 2009: Meet with Elementary principal to find extra space for groups.

Person: Darlene Huffman

Activity: Find Space for Paraprofessionals and Title 1 Staff

Aug 31, 2009: Use assessment to get baseline data.

Person: All Classroom Teachers

Activity: Grouping Students

Aug 31, 2009: Get PTO volunteers and paraprofessionals to cover lunch and recess duties.

Person: Gretchen Laudenschlager

Activity: Planning Time

Aug 31, 2009: Meet with Elementary principal to decide on planning dates.

Person: Gretchen Laudenschlager

Activity: Planning Time

Aug 31, 2009: Make schedule around specials schedule.

Person: Josie McKay

Activity: Schedule

Sep 9, 2009: Organize duty schedule.

Person: Josie McKay

Activity: Planning Time

Sep 9, 2009: Teachers will meet weekly to plan for groups.

Person: Josie McKay

Activity: Planning Time

Sep 30, 2009: Hold book discussion

Person: Heather Baden

Activity: Book Club

Sep 30, 2009: All teachers will use district assessment to get students baseline.

Person: All Classroom Teachers

Activity: Collect baseline data

Sep 30, 2009: Collect student baseline assessment data.

Person: Heather Baden

Activity: Collect baseline data

Sep 30, 2009: Determine % of teachers who group students by ability and need for reading

Person: Heather Baden

Activity: Collect baseline data

Sep 30, 2009: District establishes baseline assessment.

Person: Patrick Quillen

Activity: Collect baseline data

Sep 30, 2009: Make group assignment master list

Person: Heather Baden

Activity: Grouping Students

Sep 30, 2009: Meet with grade level teachers to decide group assignments.

Person: Heather Baden

Activity: Grouping Students

Sep 30, 2009: Get volunteers to model best reading practices.

Person: Task Force

Activity: Modeling

Oct 15, 2009: Gr. 3-5 teachers will implement 9 week Simple Six plan by end of first grading period.

Person: Principal, Strategy Chair

Activity: Implement Simple Six

Oct 30, 2009: Hold book discussion

Person: Heather Baden

Activity: Book Club

Nov 1, 2009: Provide rubric and quarterly data collection data sheet.

Person: Amy Mueller

Activity: Collect first semester/trimester follow up data

Nov 1, 2009: All K-5 teachers will implement a writing prompt 3 times a year for all students to assess growth.

Person: Principal, Strategy Chair

Activity: Implement Simple Six

Nov 1, 2009: K-5 teachers have books, binders, and/or posters.

Person: BethAnn Heuermann

Activity: Implement Simple Six

Nov 1, 2009: K-5 teachers have system in place to collect and organize writing samples.

Person: BethAnn Heuermann

Activity: Implement Simple Six

Nov 2, 2009: Get PTO volunteers and paraprofessionals to cover lunch and recess duties.

Person: Gretchen Laudenschlager

Activity: Planning Time

Nov 2, 2009: Meet with Elementary principal to decide on planning dates.

Person: Gretchen Laudenschlager

Activity: Planning Time

Nov 11, 2009: Organize duty schedule.

Person: Josie McKay

Activity: Planning Time

- Nov 11, 2009:** Teacher will meet weekly to plan for groups.
Person: Josie McKay
Activity: Planning Time
- Nov 30, 2009:** Hold a make-it take-it
Person: Heather Baden
Activity: Book Club
- Nov 30, 2009:** Hold book discussion
Person: Heather Baden
Activity: Book Club
- Dec 2, 2009:** Get volunteers to model best reading practices.
Person: Task Force
Activity: Modeling
- Dec 15, 2009:** Determine % of teachers using Simple Six using survey
Person: Jill Canady
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Student growth in the required writing prompts from August to December.
Person: Amy Mueller
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Provide opportunities for peer modeling and mentoring.
Person: Katie Suter
Activity: Simple Six Resources
- Dec 17, 2009:** Gr. 3-5 teachers will implement 9 week Simple Six plan by end of first grading period.
Person: Principal, Strategy Chair
Activity: Implement Simple Six
- Dec 30, 2009:** Hold book discussion
Person: Heather Baden
Activity: Book Club
- Jan 3, 2010:** Provide rubric and quarterly data collection data sheet.
Person: Amy Mueller
Activity: Collect final semester/trimester follow up data
- Jan 3, 2010:** All K-5 teachers will implement a writing prompt 3 times a year for all students to assess growth.
Person: Principal, Strategy Chair
Activity: Implement Simple Six
- Jan 3, 2010:** K-5 teachers have books, binders, and/or posters.
Person: BethAnn Heuermann
Activity: Implement Simple Six
- Jan 3, 2010:** K-5 teachers have system in place to collect and organize writing samples.
Person: BethAnn Heuermann
Activity: Implement Simple Six
- Jan 4, 2010:** Get PTO volunteers and paraprofessionals to cover lunch and recess duties.
Person: Gretchen Laudenschlager
Activity: Planning Time
- Jan 4, 2010:** Meet with Elementary principal to decide on planning dates.
Person: Gretchen Laudenschlager
Activity: Planning Time

- Jan 13, 2010:** Organize duty schedule.
Person: Josie McKay
Activity: Planning Time
- Jan 13, 2010:** Teacher will meet weekly to plan for groups.
Person: Josie McKay
Activity: Planning Time
- Jan 30, 2010:** Hold book discussion
Person: Heather Baden
Activity: Book Club
- Jan 30, 2010:** Provide opportunities for modeling and mentoring 15 Day Crunch.
Person: Katie Suter
Activity: Simple Six Resources
- Jan 31, 2010:** All teachers will use district assessment to assess progress.
Person: All Classroom Teachers
Activity: Collect first semester/trimester follow up data
- Jan 31, 2010:** Collect student assessment data.
Person: Heather Baden
Activity: Collect first semester/trimester follow up data
- Jan 31, 2010:** Assess progress for new group assignments.
Person: All Classroom Teachers
Activity: Grouping Students
- Jan 31, 2010:** Make group assignment master list.
Person: Heather Baden
Activity: Grouping Students
- Jan 31, 2010:** Meet with grade level teachers to make group assignments.
Person: Heather Baden
Activity: Grouping Students
- Feb 3, 2010:** Get volunteers to model best reading practices.
Person: Task Force
Activity: Modeling
- Feb 18, 2010:** Gr. 3-5 teachers will implement 9 week Simple Six plan by end of first grading period.
Person: Principal, Strategy Chair
Activity: Implement Simple Six
- Feb 28, 2010:** Determine % of teachers who group students by ability and need for reading
Person: Heather Baden
Activity: Collect first semester/trimester follow up data
- Feb 28, 2010:** Use data to determine grouping.
Person: Heather Baden
Activity: Collect first semester/trimester follow up data
- Feb 28, 2010:** Gr. 3-5 teachers will implement 15 Day Crunch prior to ISTEP+ writing applications.
Person: Principal, Strategy Chair
Activity: Implement Simple Six
- Mar 2, 2010:** Hold book discussion
Person: Heather Baden
Activity: Book Club

- Mar 7, 2010:** Provide rubric and quarterly data collection data sheet.
Person: Amy Mueller
Activity: Collect final semester/trimester follow up data
- Mar 7, 2010:** All K-5 teachers will implement a writing prompt 3 times a year for all students to assess growth.
Person: Principal, Strategy Chair
Activity: Implement Simple Six
- Mar 7, 2010:** K-5 teachers have books, binders, and/or posters.
Person: BethAnn Heuermann
Activity: Implement Simple Six
- Mar 7, 2010:** K-5 teachers have system in place to collect and organize writing samples.
Person: BethAnn Heuermann
Activity: Implement Simple Six
- Mar 8, 2010:** Get PTO volunteers and paraprofessionals to cover lunch and recess duties.
Person: Gretchen Laudenschlager
Activity: Planning Time
- Mar 8, 2010:** Meet with Elementary principal to decide on planning dates.
Person: Gretchen Laudenschlager
Activity: Planning Time
- Mar 17, 2010:** Organize duty schedule.
Person: Josie McKay
Activity: Planning Time
- Mar 17, 2010:** Teacher will meet weekly to plan for groups.
Person: Josie McKay
Activity: Planning Time
- Apr 2, 2010:** Hold book discussion
Person: Heather Baden
Activity: Book Club
- Apr 4, 2010:** Assess progress for new group assignments.
Person: All Classroom Teachers
Activity: Grouping Students
- Apr 4, 2010:** Make group assignment master list.
Person: Heather Baden
Activity: Grouping Students
- Apr 4, 2010:** Meet with grade level teachers to make group assignments.
Person: Heather Baden
Activity: Grouping Students
- Apr 7, 2010:** Get volunteers to model best reading practices.
Person: Task Force
Activity: Modeling
- Apr 22, 2010:** Gr. 3-5 teachers will implement 9 week Simple Six plan by end of first grading period.
Person: Principal, Strategy Chair
Activity: Implement Simple Six
- Apr 30, 2010:** All teachers will use district assessment to assess progress.
Person: All Classroom Teachers
Activity: Collect final semester/trimester follow up data

- Apr 30, 2010:** Determine % of teachers who group students by ability and need for reading
Person: Heather Baden
Activity: Collect final semester/trimester follow up data
- May 2, 2010:** Hold book discussion
Person: Heather Baden
Activity: Book Club
- May 9, 2010:** Provide rubric and quarterly data collection data sheet.
Person: Amy Mueller
Activity: Collect final semester/trimester follow up data
- May 9, 2010:** All K-5 teachers will implement a writing prompt 3 times a year for all students to assess growth.
Person: Principal, Strategy Chair
Activity: Implement Simple Six
- May 9, 2010:** K-5 teachers have books, binders, and/or posters.
Person: BethAnn Heuermann
Activity: Implement Simple Six
- May 9, 2010:** K-5 teachers have system in place to collect and organize writing samples.
Person: BethAnn Heuermann
Activity: Implement Simple Six
- May 10, 2010:** Get PTO volunteers and paraprofessionals to cover lunch and recess duties.
Person: Gretchen Laudenschlager
Activity: Planning Time
- May 10, 2010:** Meet with Elementary principal to decide on planning dates.
Person: Gretchen Laudenschlager
Activity: Planning Time
- May 19, 2010:** Organize duty schedule.
Person: Josie McKay
Activity: Planning Time
- May 19, 2010:** Teacher will meet weekly to plan for groups.
Person: Josie McKay
Activity: Planning Time
- May 30, 2010:** Determine % of teachers using Simple Six using survey
Person: Jill Canady
Activity: Collect final semester/trimester follow up data
- May 30, 2010:** Student growth in the required writing prompts from August to May.
Person: Amy Mueller
Activity: Collect final semester/trimester follow up data
- May 30, 2010:** K-2 teachers will begin implementing Simple Six by end of 2nd 9 week grading period and continue throughout the year.
Person: Principal, Strategy Chair
Activity: Implement Simple Six
- May 30, 2010:** Provide grade appropriate writing prompts.
Person: Katie Suter
Activity: Simple Six Resources
- May 31, 2010:** Collect student assessment data.
Person: Heather Baden
Activity: Collect final semester/trimester follow up data

Focused Student Group

- Mar 30, 2009:** Create Survey
Person: Alyson Brothers
Activity: Baseline Survey
- Mar 30, 2009:** Create Survey
Person: Alyson Brothers
Activity: Collect Baseline Survey
- Mar 30, 2009:** Interview individual running the MENT program at Columbia.
Person: Janet Harrison and Julie Wiley
Activity: Investigate MENT program procedures at Columbian Elementary School.
- Apr 30, 2009:** Collect Baseline Survey
Person: Julie Wiley
Activity: Collect Baseline Survey
- Apr 30, 2009:** Record observations of the MENT program at Columbian.
Person: Barb Schten
Activity: Visiting Columbian Elementary
- Apr 30, 2009:** Schedule a time to visit/observe the MENT program at Columbian.
Person: Barb Schten
Activity: Visiting Columbian Elementary
- May 20, 2009:** Collect Survey
Person: Julie Wiley
Activity: Baseline Survey
- May 30, 2009:** Share Results
Person: Alyson Brothers
Activity: Baseline Survey
- May 30, 2009:** Compile Results
Person: Alyson Brothers and Julie Wiley
Activity: Collect Baseline Survey
- May 30, 2009:** Share observations with our team.
Person: Barb Schten
Activity: Visiting Columbian Elementary
- Jul 30, 2009:** Apply for a grant.
Person: Alyson Brothers
Activity: Find individual to run Program
- Jul 30, 2009:** Investigate a source of funds for hiring someone to run this program.
Person: Alyson Brothers
Activity: Find individual to run Program
- Aug 30, 2009:** Create Procedure and Guidelines for the program.
Person: Alyson Brothers
Activity: Create Mentoring Program
- Aug 30, 2009:** Find location to do the program in the school.
Person: Alyson Brothers
Activity: Create Mentoring Program
- Aug 30, 2009:** Hire Individual to run the program.
Person: Patrick Quillen
Activity: Find individual to run Program

- Aug 30, 2009:** Schedule time for a presentation.
Person: Mark Schelbert
Activity: Mentoring and Tutoring Program Presentation to Teachers
- Aug 30, 2009:** Schedule Training Program
Person: Janet Harrison
Activity: Provide training for teachers at Lafayette Park Elementary on using the Mentoring/Tutoring Program.
- Sep 15, 2009:** Create this email list or forum for teachers to ask questions or raise concerns about this program.
Person: Mark Schelbert
Activity: Create an online Forum/email list for questions and assistance regarding the Mentoring and Tutoring
- Sep 15, 2009:** Create Presentation to share with teachers.
Person: Mark Schelbert
Activity: Mentoring and Tutoring Program Presentation to Teachers
- Sep 15, 2009:** Meet with teachers as needed for questions or concerns in person as needed.
Person: Mark Schelbert
Activity: Private meetings
- Sep 15, 2009:** Create training program
Person: Janet Harrison
Activity: Provide training for teachers at Lafayette Park Elementary on using the Mentoring/Tutoring Program.
- Sep 30, 2009:** Contact Volunteers
Person: Barb Schten
Activity: Create Mentoring Program
- Sep 30, 2009:** Do the Training Program
Person: Janet Harrison
Activity: Provide training for teachers at Lafayette Park Elementary on using the Mentoring/Tutoring Program.
- Oct 15, 2009:** Create Survey
Person: Julie Wiley
Activity: Collect Fall Semester Survey
- Oct 15, 2009:** Meet with teachers as needed for questions or concerns in person as needed.
Person: Mark Schelbert
Activity: Private meetings
- Oct 30, 2009:** Pass out Survey
Person: Julie Wiley
Activity: Collect Fall Semester Survey
- Nov 15, 2009:** Meet with teachers as needed for questions or concerns in person as needed.
Person: Mark Schelbert
Activity: Private meetings
- Nov 30, 2009:** collect Surveys
Person: Julie Wiley
Activity: Collect Fall Semester Survey
- Nov 30, 2009:** Go over surveys to see if this program is fullfiling its purpose, fall semester.
Person: Alyson Brothers and Julie Wiley
Activity: Revision of Program
- Dec 10, 2009:** Compile Results
Person: Julie Wiley
Activity: Collect Fall Semester Survey

- Dec 15, 2009:** Meet with teachers as needed for questions or concerns in person as needed.
Person: Mark Schelbert
Activity: Private meetings
- Jan 15, 2010:** Meet with teachers as needed for questions or concerns in person as needed.
Person: Mark Schelbert
Activity: Private meetings
- Jan 30, 2010:** Adjust program if needed after the fall review of surveys.
Person: Alyson Brothers
Activity: Revision of Program
- Feb 15, 2010:** Meet with teachers as needed for questions or concerns in person as needed.
Person: Mark Schelbert
Activity: Private meetings
- Mar 15, 2010:** Meet with teachers as needed for questions or concerns in person as needed.
Person: Mark Schelbert
Activity: Private meetings
- Apr 10, 2010:** Create Surveys
Person: Julie Wiley
Activity: Spring Semester Surveys
- Apr 15, 2010:** Meet with teachers as needed for questions or concerns in person as needed.
Person: Mark Schelbert
Activity: Private meetings
- Apr 30, 2010:** Go over surveys to see if this program is fulfilling its purpose, spring semester
Person: Alyson Brothers and Julie Wiley
Activity: Revision of Program
- Apr 30, 2010:** Pass Out Surveys
Person: Julie Wiley
Activity: Spring Semester Surveys
- May 15, 2010:** Meet with teachers as needed for questions or concerns in person as needed.
Person: Mark Schelbert
Activity: Private meetings
- May 15, 2010:** Collect Surveys
Person: Julie Wiley
Activity: Spring Semester Surveys
- May 30, 2010:** Compile Results
Person: Julie Wiley
Activity: Spring Semester Surveys
- Aug 29, 2010:** Adjust program if needed after review of spring surveys.
Person: Alyson Brothers
Activity: Revision of Program

Foster Positive Parent/School Relationships

- ✓ **Mar 4, 2009:** Call/email Frank for cost
Person: cole
Activity: Ordering Form
- ✓ **Mar 20, 2009:** Write/Type form
Person: Downam
Activity: Develop a Contact form

✓ **Mar 20, 2009:** Write/Type Survey & Email to teachers

Person: Downam

Activity: Survey teachers about the phone contact form

May 15, 2009: Order Form

Person: Christie

Activity: Ordering Form

May 15, 2009: Presentation will be given in a staff meeting to train teachers how to use the parent contact form

Person: All members of the Insai discipline team

Activity: Providing Teachers Training on how to use the Parent Contact form

Aug 10, 2009: During a staff meeting, a "refresher" presentation will be given to remind teachers how to use the forms

Person: All members of the Insai discipline team

Activity: Providing Teachers Training on how to use the Parent Contact form

Oct 19, 2009: Gather surveys from the teachers

Person: J. Schoolman

Activity: Collect baseline data

Dec 18, 2009: Gather surveys from the teachers

Person: S. Novinger

Activity: Collect first semester/trimester follow up data

Apr 1, 2010: Gather surveys from the teachers

Person: H. Downam

Activity: Collect final semester/trimester follow up data

Parent Involvement

Aug 30, 2009: Inform teachers of family reading night

Person: Title I teacher

Activity: Teacher Information

Sep 23, 2009: Invite author to read work to families

Person: Title I teacher

Activity: Author

Sep 23, 2009: Order books for every student

Person: Title I teacher

Activity: Books

Sep 30, 2009: Ask teachers for ideas about activities for family reading night

Person: Title I teacher

Activity: Teacher Information

Oct 23, 2009: Store books until Reading Night

Person: Title I teacher

Activity: Books

Oct 23, 2009: Create a list of items needed for the evening

Person: Title I teacher

Activity: Evening Activities

Oct 23, 2009: Plan activities for Reading Night

Person: Title I teacher

Activity: Evening Activities

Oct 26, 2009: Create flyer about Reading night
Person: Title I teacher
Activity: Reading Night Flyer

Jan 26, 2010: Send flyer home with students
Person: Teachers
Activity: Reading Night Flyer

Jan 31, 2010: Order material for evening activities
Person: Title I teacher
Activity: Evening Activities

Feb 2, 2010: Send flyer home with students
Person: Teachers
Activity: Reading Night Flyer

Feb 9, 2010: Send flyer home with students
Person: Teachers
Activity: Reading Night Flyer

Feb 16, 2010: Send flyer home with students
Person: Teachers
Activity: Reading Night Flyer

Feb 23, 2010: Send flyer home with students
Person: Teachers
Activity: Reading Night Flyer

Feb 28, 2010: Follow up with author for Family Reading Night
Person: Title I teacher
Activity: Author

Feb 28, 2010: Schedule set-up for the evening
Person: Title I teacher
Activity: Evening Activities

Mar 2, 2010: Send flyer home with students
Person: Teachers
Activity: Reading Night Flyer

Mar 9, 2010: Send flyer home with students
Person: Teachers
Activity: Reading Night Flyer

Mar 16, 2010: Send flyer home with students
Person: Teachers
Activity: Reading Night Flyer

Mar 22, 2010: Give books to families at Reading Night
Person: Title I teacher
Activity: Books

Mar 22, 2010: Hold evening activities during Family Reading Night
Person: Title I teacher
Activity: Evening Activities

Mar 23, 2010: Send flyer home with students
Person: Teachers
Activity: Reading Night Flyer

Mar 25, 2010: Give books to students who did not attend Family Reading Night

Person: Title I teacher

Activity: Book Distribution

Timely Additional Assistance

Apr 1, 2009: Teachers will create schedules for the small group reading instruction.

Person: Classroom teachers and Title I

Activity: Teacher Planning

May 1, 2009: Teachers will create schedules for the small group reading instruction.

Person: Classroom teachers and Title I

Activity: Teacher Planning

Jun 1, 2009: Teachers will create schedules for the small group reading instruction.

Person: Classroom teachers and Title I

Activity: Teacher Planning

Jul 1, 2009: Teachers will create schedules for the small group reading instruction.

Person: Classroom teachers and Title I

Activity: Teacher Planning

Aug 1, 2009: Teachers will create schedules for the small group reading instruction.

Person: Classroom teachers and Title I

Activity: Teacher Planning

Aug 21, 2009: Assess students' reading skills for initial baseline data

Person: Classroom teachers

Activity: Student Assessment

Aug 25, 2009: Assign students to reading groups based on baseline assessment scores

Person: Title I teacher

Activity: Student Reading Groups

Sep 1, 2009: Teachers will create schedules for the small group reading instruction.

Person: Classroom teachers and Title I

Activity: Teacher Planning

Sep 14, 2009: Reassess students to monitor their progress

Person: Title I teacher

Activity: Progress Monitoring

Sep 14, 2009: Additional student needs will be addressed based on assessments and observations while working in small groups.

Person: Classroom and Title I teachers

Activity: Student Assessment

Oct 1, 2009: Teachers will create schedules for the small group reading instruction.

Person: Classroom teachers and Title I

Activity: Teacher Planning

Oct 12, 2009: Reassess students to monitor their progress

Person: Title I teacher

Activity: Progress Monitoring

Oct 14, 2009: Additional student needs will be addressed based on assessments and observations while working in small groups.

Person: Classroom and Title I teachers

Activity: Student Assessment

- Oct 14, 2009:** Students will be reassigned to groups based on monthly assessments
Person: Title I teacher
Activity: Student Reading Groups
- Nov 1, 2009:** Teachers will create schedules for the small group reading instruction.
Person: Classroom teachers and Title I
Activity: Teacher Planning
- Nov 9, 2009:** Reassess students to monitor their progress
Person: Title I teacher
Activity: Progress Monitoring
- Nov 14, 2009:** Additional student needs will be addressed based on assessments and observations while working in small groups.
Person: Classroom and Title I teachers
Activity: Student Assessment
- Dec 1, 2009:** Teachers will create schedules for the small group reading instruction.
Person: Classroom teachers and Title I
Activity: Teacher Planning
- Dec 14, 2009:** Reassess students to monitor their progress
Person: Title I teacher
Activity: Progress Monitoring
- Dec 14, 2009:** Additional student needs will be addressed based on assessments and observations while working in small groups.
Person: Classroom and Title I teachers
Activity: Student Assessment
- Jan 1, 2010:** Teachers will create schedules for the small group reading instruction.
Person: Classroom teachers and Title I
Activity: Teacher Planning
- Jan 11, 2010:** Reassess students to monitor their progress
Person: Title I teacher
Activity: Progress Monitoring
- Jan 14, 2010:** Additional student needs will be addressed based on assessments and observations while working in small groups.
Person: Classroom and Title I teachers
Activity: Student Assessment
- Feb 1, 2010:** Teachers will create schedules for the small group reading instruction.
Person: Classroom teachers and Title I
Activity: Teacher Planning
- Feb 8, 2010:** Reassess students to monitor their progress
Person: Title I teacher
Activity: Progress Monitoring
- Feb 14, 2010:** Additional student needs will be addressed based on assessments and observations while working in small groups.
Person: Classroom and Title I teachers
Activity: Student Assessment
- Mar 1, 2010:** Teachers will create schedules for the small group reading instruction.
Person: Classroom teachers and Title I
Activity: Teacher Planning

Mar 8, 2010: Reassess students to monitor their progress

Person: Title I teacher

Activity: Progress Monitoring

Mar 14, 2010: Additional student needs will be addressed based on assessments and observations while working in small groups.

Person: Classroom and Title I teachers

Activity: Student Assessment

Apr 1, 2010: Teachers will create schedules for the small group reading instruction.

Person: Classroom teachers and Title I

Activity: Teacher Planning

Apr 12, 2010: Reassess students to monitor their progress

Person: Title I teacher

Activity: Progress Monitoring

Apr 14, 2010: Additional student needs will be addressed based on assessments and observations while working in small groups.

Person: Classroom and Title I teachers

Activity: Student Assessment

May 1, 2010: Teachers will create schedules for the small group reading instruction.

Person: Classroom teachers and Title I

Activity: Teacher Planning

May 10, 2010: Reassess students to monitor their progress

Person: Title I teacher

Activity: Progress Monitoring

May 14, 2010: Additional student needs will be addressed based on assessments and observations while working in small groups.

Person: Classroom and Title I teachers

Activity: Student Assessment

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>