

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 22, 2009 12:25:08**

### **Medora Jr & Sr High School (3093)**

**Medora Community School Corp**

**Medora, 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

Medora Jr & Sr High 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

## **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](http://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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
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](http://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

- Cathy Clouse - Teacher
- Dan Johnson - School Counselor
- Brad McCammon - Administrator
- Karen McCoy - Teacher
- Darrell Persinger - Community
- John Reed - Administrator
- Sam Spray - Teacher
- Rebecca Starr - Parent/Guardian

## Strategy Chairs

- Dan Johnson
- Melissa Keiser
- Carly Lancaster
- Nancy Loriaux

## Community Council

- Larry Bennett
- Rita Bennett
- Teresa Brewer
- Becki Combs - Counselor
- Robin Davidson
- Tracey Goen - student
- Luanne McCammon - Teacher
- Rebecca Starr - College Liaison
- Kent Thompson
- Kim Thompson
- Andy Wayman - Law Enforcement

# 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:**

We believe all students deserve to be surrounded by caring adults who inspire continued learning in a well-structured, safe environment free from violence and drugs while learning with a rich variety of resources. All students deserve knowledgeable, competent, dedicated, and caring teachers. We believe that all students deserve diverse quality learning opportunities and instruction that addresses their individual differences with nurturing support from parents, teachers, and the community to enhance self-esteem and self-value in self, school, and community. Students deserve teachers who support them through their efforts until they are successful by providing additional opportunities until necessary objectives are met. We believe that all students deserve effective counseling in both the areas of curriculum and personal issues to relieve tension, provide guidance in career paths, teamwork and problem solving. We believe that all students deserve to have the opportunity to reach their highest potential and become life long 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 our community are living by these core convictions daily and as a result, show the following attitudes and actions; they are committed to the above core convictions by making education a top priority with high expectations and well-defined rules. They are committed by showing these core convictions daily and as a result, show the following actions; positive role models, law abiding and drug free, using consistency in dealing with students while being respectful to all students, interested in students's education and lives while modeling learning. These adults have the following attitudes and actions that promote high self-esteem and motivation are present in the daily lives while instilling a positive and supportive attitude towards education by continuing their education when possible. Parents and teachers demand high student performance and they collaborate regularly on student issues. Parents are involved with students' activities and attend conferences. Educators are teaching to state standards as well as collaborating and using different instructional strategies to meet all students' learning styles. The adults in our school community are involved in the school and with the students through after-school tutoring programs, classes, job shadowing, and guest speakers which provides real-world applications for our students.

## **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 are motivated to achieve, have a positive outlook towards education, are eager to learn, are well prepared and are engaged in their classes, and are responsible for their learning. This environment allows all students to feel safe, have respect for adults as well as their peers, and demonstrate school spirit as well as pride while negative outside forces such as drugs, alcohol, and teenage pregnancies are not an issue. This environment provides all students counseling for healthy interpersonal relationships that are established; therefore, there are no discipline problems and they are enrolled in a core 40 or academic honors curriculum designed to meet their challenges for future dreams and goals. This trusting environment, enables all students to communicate their needs, concerns, and frustrations while keeping an open mind about their learning. This environment of trust, where all students will be concerned about learning and will cooperate so that they can take full advantage of their learning opportunities.

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

- % of students who pass Istep tests: 100%
- % of students who enrolled in Core 40 classes: 100%
- % of students who pass algebra: 100%
- % of students who pass Core 40 classes: 100%
- % of students who graduate: 100%
- % of students who SAT/ACT scores in top 10%: 100%
- % of students who Academic/Core 40 diplomas: 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.

## 8 grade students - Writing applications

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	
73	45	71	69	70	68	70		75		80		100

## 8th Grade Males - % passing ISTEP English

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	
30	36	40	43	45	33	35		40		45		100

## 9th grade students - % passing algebra or higher level math

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	
93	44	45	33	35		40		45		50		100%

## English ISTEP test - % of students passing English for all grades tested

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	
76	60	65	59	60		65		70		75		100

## Freshman - % passing Core 40 end-of-course Algebra I 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	
40	40	50	na	55		60		65		70		100%

**Graduates - % earning Core 40 diploma**

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	
50	43	45	20	23		25		27		30		100%

**Graduates - % earning Indiana Academic Honors Diploma**

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	
20	21	25	7	10		12		15		18		100%

**Math ISTEP - % of students passing Math all grades tested**

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	
86	63	70	70	75		80		85		90		100

**Seniors - % of students graduating**

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	
100	68.4	70	88	90		92		94		98		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: Need to increase Parent/Teacher Communication**

School personnel needs to increase teacher/parent communication. Several parents are unaware of requirements for graduation with a Core 40 diploma. Parents need to be aware of requirements to help their children to succeed.

## Required Areas of Concern

### **F. Encourage Rigorous Curriculum**

### **I. Focused Academic Area**

### **U. Focused Student Group**

# Strategies

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

## Local Strategies

### Parent Involvement —

The committee will encourage parents to meet with school staff during first semester Parent/Teacher Conferences to gain insight and add input to their children's education and to use weekly planner and praise reports to enhance communication between teachers and parents.

## Required Strategies

### F. Encourage Rigorous Curriculum: Core 40 and Dual Credit Curriculum —

Encourage students to enroll in Core 40 and dual credit classes by meeting with students and parents to inform them of the choices and then give them an opportunity to discuss these career choices, Core 40, and dual credit with counselor.

### I. Focused Academic Area: Writing Across the Curriculum —

Faculty will place emphasis on writing across the curriculum. Each teacher will provide the students with three writing prompts throughout the year in subjects they teach.

### U. Focused Student Group: Learning Styles/Differentiated Instruction —

Teachers will provide a variety of activities to help students acquire a skill by acquiring training during collaboration on different learning styles of eighth grade males. Teachers will receive a variety of activities to use with students to differentiate instruction to meet a variety of learning styles.

## 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.

## Parent Involvement

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration</i>	Source: Indiana DOE Professional Development Grant and Local Funds Amount: \$16,000	Information
Brief Description	Intended Participants	Activity Format
Encourage teachers to communicate with parents about class work and write praise reports.	Teachers	Talk to

## F. Encourage Rigorous Curriculum: Core 40 and Dual Credit Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Curriculum Awareness</i>	Source: Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Update teachers and school board on core 40 and dual credit curriculum.	Teachers	Talk to

## I. Focused Academic Area: Writing Across the Curriculum

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Instruction</i>	Source: Amount: \$none	Information Skill Building Feedback/Support
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Committee will discuss schedule, writing traits, and rubric scoring.	Teachers	Talk to Presentation/Workshop

## U. Focused Student Group: Learning Styles/Differentiated Instruction

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Research for DI Activities</i>	Source: Amount: \$0	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Teachers will research subject area to find DI activities.	Teachers	Action Research

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Differentiated Instruction Professional Development</i>	Source: Amount: \$none	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Teachers will attend and share workshop information with other teachers.	Teachers	Talk to Presentation/Workshop

# 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: Need to increase Parent/Teacher Communication

#### Data Targets Influenced by This Concern:

- 9th grade students -- % passing algebra or higher level math
- Math ISTEP -- % of students passing Math all grades tested
- Seniors -- % of students graduating

#### Strategies to Impact This Concern:

- Parent Involvement

## Required Areas of Concern

### F. Encourage Rigorous Curriculum (PL221)

#### Data Targets Influenced by This Concern:

- Freshman -- % passing Core 40 end-of-course Algebra I test
- Graduates -- % earning Core 40 diploma
- Graduates -- % earning Indiana Academic Honors Diploma

#### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Core 40 and Dual Credit Curriculum

### I. Focused Academic Area (PL221)

#### Data Targets Influenced by This Concern:

- 8 grade students -- Writing applications
- English ISTEP test -- % of students passing English for all grades tested

#### Strategies to Impact This Concern:

- I. Focused Academic Area: Writing Across the Curriculum

### U. Focused Student Group (PL221)

#### Data Targets Influenced by This Concern:

- 8th Grade Males -- % passing ISTEP English

#### Strategies to Impact This Concern:

- U. Focused Student Group: Learning Styles/Differentiated 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:	Principal's office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ECA End of Course Assessment for core 40 classes	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2

# To-Do List

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

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

## Encourage Rigorous Curriculum

**Apr 15, 2009:** Mail information and meeting schedule to parents.

**Person:** Dan Johnson

**Activity:** Meetings

**Apr 15, 2009:** Place phone calls to perspective students' parents.

**Person:** Dan Johnson/Brad McCammon

**Activity:** Meetings

**Apr 15, 2009:** Post meeting information on the website.

**Person:** Brad McCammon

**Activity:** Meetings

**May 5, 2009:** Schedule a meeting and contact parents.

**Person:** Dan Johnson

**Activity:** Freshman Orientation

**May 10, 2009:** Advertise the curriculum meeting.

**Person:** Brad McCammon

**Activity:** Freshman Orientation

**May 16, 2009:** Contact students and fill out schedule.

**Person:** Dan Johnson

**Activity:** Freshman Orientation

**Jun 5, 2009:** count the number of students who's parents attend the orientation meeting.

**Person:** Dan Johnson

**Activity:** Collect baseline data

**Aug 5, 2009:** Collect number of parents attending orientation meeting.

**Person:** Dan Johnson

**Activity:** Collect first semester/trimester follow up data

**Aug 10, 2009:** Inform parents about testing opportunities for PSAT, SAT, & ACT.

**Person:** Dan Johnson

**Activity:** Meetings

**Aug 13, 2009:** Update staff on student data regarding core 40 and dual credit.

**Person:** Committee

**Activity:** Curriculum Awareness

**Sep 10, 2009:** Update school board on curriculum.

**Person:** Committee

**Activity:** Curriculum Awareness

**Oct 20, 2009:** Arrange peer tutoring as needed by asking upperclass on Core 40 and/or dual credit track to help.

**Person:** Dan Johnson

**Activity:** Extra Help

**Nov 10, 2009:** Counselor will meet with freshman to discuss career plans and how Core 40 and honors diploma impact on their career choices.

**Person:** Dan Johnson

**Activity:** Career Plans

, **2010:** not applicable

**Person:**

**Activity:** Collect final semester/trimester follow up data

## Focused Academic Area

**May 20, 2009:** Collect data on writing activities.

**Person:** Cathy Clouse

**Activity:** Collect baseline data

**Aug 11, 2009:** WAC committee meets to assess writing schedule, assessment rubric, and recording of data on school-wide computer grading system.

**Person:** Committee

**Activity:** Program Guidelines

**Sep 11, 2009:** WAC committee will discuss writing schedule, desired writing traits, and assessment rubric with teachers.

**Person:** Committee

**Activity:** Instruction

**Sep 11, 2009:** Teachers will receive instruction about rubric and writing traits.

**Person:** Committee

**Activity:** Release Time

**Sep 16, 2009:** Teachers will be provided time to develop writing prompts for their curriculum area.

**Person:** Committee

**Activity:** Release Time

**Jan 10, 2010:** Collect and evaluate each semester writing data.

**Person:** Cathy Clouse

**Activity:** Collect first semester/trimester follow up data

**Apr 15, 2010:** Teachers will meet to assess program and to develop strategies for the 2010-2011 school year.

**Person:** Committee

**Activity:** Program Guidelines

**May 10, 2010:** Collect and evaluate second semester writing data.

**Person:**

**Activity:** Collect final semester/trimester follow up data

## Focused Student Group

**Aug 10, 2009:** Encourage teachers to do DI activities.

**Person:** Aaron Terry

**Activity:** Information and support

**Aug 15, 2009:** Talk to Dr. Reed about workshop information.

**Person:** Karen McCoy

**Activity:** Differentiated Instruction Professional Development

**Aug 28, 2009:** Select a DI video from Wilson Center and show to all the teachers.

**Person:** Barb Ritz

**Activity:** Differentiated Instruction Professional Development

**Sep 15, 2009:** Provide information on DI workshops that teachers can attend.

**Person:** Aaron Terry

**Activity:** Information and support

- Sep 15, 2009:** Teachers will spend time researching subject area for DI activities.  
**Person:** Karen McCoy  
**Activity:** Research for DI Activities
- Sep 20, 2009:** Teachers will try an DI activity bi-weekly and complete an evaluation survey on the activity.  
**Person:** Committee  
**Activity:** Differentiated Instruction
- Sep 30, 2009:** Collect the surveys from teachers on the DI activities tried after research in the lab.  
**Person:** Carly Lancaster  
**Activity:** Collect baseline data
- Sep 30, 2009:** They will find an activity that they will try in their class then fill out a survey about that activity.  
**Person:** Committee  
**Activity:** Research for DI Activities
- Oct 15, 2009:** Teachers select and attend a DI workshop.  
**Person:** Committee  
**Activity:** Differentiated Instruction Professional Development
- Dec 15, 2009:** Collect surveys that teachers fill out on the number of DI activities tried in their classrooms.  
**Person:** Carly Lancaster  
**Activity:** Collect first semester/trimester follow up data
- May 1, 2010:** Collect surveys that teachers fill out on the number of DI activities tried in their classroom.  
**Person:** Aaron Terry  
**Activity:** Collect final semester/trimester follow up data
- May 10, 2010:** Teachers share information from workshops.  
**Person:** Aaron Terry  
**Activity:** Differentiated Instruction Professional Development

## Parent Involvement

- May 5, 2009:** Collect % of teachers writing praise reports.  
**Person:** Cathy Clouse  
**Activity:** Collect baseline data
- Aug 23, 2009:** Encourage teachers to communicate with parents in a timely manner about children and class work.  
**Person:** Mary Beavers  
**Activity:** Communication with parents
- Aug 23, 2009:** Encourage teachers to use planner to communicate with parents using email reminders.  
**Person:** Pat Bahan  
**Activity:** Communication with parents
- Sep 10, 2009:** Encourage teachers to use planner to communicate with parents.  
**Person:** Mary Beavers  
**Activity:** Collaboration
- Sep 10, 2009:** Provide time to write 2 praise reports during collaboration.  
**Person:** Brenda Weddell  
**Activity:** Collaboration
- Sep 10, 2009:** Provide praise report forms and mailing envelopes to teachers during collaboration sessions.  
**Person:** Melissa Keiser  
**Activity:** Communication with parents
- Sep 15, 2009:** Encourage teachers to send two praise reports following each allotted collaboration session.  
**Person:** Pat Bahan  
**Activity:** Communication with parents

**Sep 22, 2009:** Send a sign up sheet concerning logistics of parent/teacher conferences with first progress report.

**Person:** Pat Bahan

**Activity:** Parent/Teacher Conferences

**Oct 7, 2009:** Encourage teachers to request conference by completing a provided form and returning it to the office for one mailing.

**Person:** Brenda Weddell

**Activity:** Parent/Teacher Conferences

**Oct 23, 2009:** Provide snacks for parents during conferences.

**Person:** Pat Bahan

**Activity:** Parent/Teacher Conferences

**Oct 25, 2009:** Collect % of students who have parents attending conferences.

**Person:** Melissa Keiser

**Activity:** Collect first semester/trimester follow up data

**Oct 26, 2009:** Collect % of students who have parents attending conferences last fall.

**Person:** Cathy Clouse

**Activity:** Collect baseline data

**Oct 26, 2009:** Reward class that has the largest % of parent attendance at parent/teacher conference with points toward the battle of classes.

**Person:** Melissa Keiser

**Activity:** Parent/Teacher Conferences

**Jan 10, 2010:** Collect the % of teachers writing two praise reports during each allotted collaboration session.

**Person:** Melissa Keiser

**Activity:** Collect first semester/trimester follow up data

**May 20, 2010:** Collect % of teachers writing two praise reports during each allotted collaboration session.

**Person:** Melissa Keiser

**Activity:** Collect final semester/trimester follow up data

## Continuous Improvement Timeline

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
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 &amp; Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; 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 &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review &amp; 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>