

School Improvement Plan - PL221 Version - 2009-2012

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Medora Elementary School (3095)

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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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School Improvement Plan Introduction

Medora Elementary School

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

- Indiana Student Achievement Institute
- PL221

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

- Dan Johnson - School Counselor
- Brad McCammon - Administrator
- Luanne McCammon - Teacher
- John Reed - Administrator
- Debbie Sidwell - Teacher
- Rebecca Starr - Parent/Guardian

Strategy Chairs

- Rita Bennett
- Adam Disque
- Bridgett Disque
- John Reed
- Brandi Smith
- Marty Young

Community Council

- Pam Breeden - pastor's spouse
- Charlotte Brewer - Private music teacher
- Jessica Cobb - Preschool Director/Administrative Assistant
- Debbie Davis - Cleaning Service
- Josh Deering - Pastor
- Tim Gill - Minister
- Larry Mallett - Minister
- Larry Osborn - Accountant
- Rebecca Starr - para-professional
- Andy Wayman - officer
- Dennis Wayman - Bank President

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 comprehensive educational foundation in order to achieve success. This foundation is built on a clean, safe, environment with each student's basic needs being met at home and at school. They deserve excellent role models and quality leaders who encourage students to reach high levels of achievement. They deserve a variety of assessment methods based on their individual learning styles. They deserve guidance in making positive choices in all aspects of their lives. Students deserve respect and trust through the use of consistent rules with encouragement and feedback. They deserve real life experiences that are enjoyable, educational, cultural, and will prepare them to contribute as responsible citizens of their community.

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

All teachers, parents, and community members have positive attitudes and act as ideal role models, displaying high moral values, and a drug-free, law-abiding life style. Parents provide a stable, nurturing home life and actively engage in regular constructive communication with both the student and teacher. A safe and caring environment is provided where consistent consequences are applied. Encouraging and courteous adults treat every student as a capable individual. A quality curriculum is taught utilizing a variety of instructional and assessment techniques that address all students's learning styles. Teachers collaborate regularly to ensure the curriculum is aligned and grade level benchmarks are taught. All adults in our community are totally committed to the improvement of the school through participation in educational and enrichment activities. All adults emphasize high expectations and goal setting for everyone, and celebrate those successes.

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

come to school regularly with a positive attitude, being well-rested and prepared for the school day. Students approach learning with an open mind and are motivated to successfully complete all assignments in order to meet their educational goals. They confidently accept challenges and independently work to their ability without fear of ridicule. Good citizenship and a sense of community are demonstrated by all students in order to achieve success and develop high self-esteem. Students treat everyone with respect, accept responsibility for their actions, and demonstrate mature behavior. Students show pride in their school and community by remaining drug-free and striving to be leaders and role models. They pursue continuing education in their efforts to become successful adults.

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

- % of students who pass all ISTEP Tests: 100%
- % of students who earn all A's in Math, English, and Science: 100%
- % of students who master grade level standards: 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.

1st-6th grade students - who have earned all A's and B's on second semester report cards

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%	54%		57%		60%		63%		100%

3rd -6th grade boys - Average Percent 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	
			65%	68%	%	71%		74%		77%		100%

3rd-6th grade students - who pass 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	
			73%	76%		79%		82%		85%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86%	78%	86%	81.1%	85%		88%		91%		94%		100%

Students in Grades 3-6 - Average Percent Passing ISTEP Writing (Conventions, Process, Application)

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%	74%	76%	79%	63%	66%		69%		72%		100%

Students with I.E.P.s - Average Percent 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	
63%	47%	68%	46%	49%		52%		55%		58%		100%

Students with IEP's - Average Percent passing ISTEP Math (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	
73%	80%	76%	85%	88%		91%		94%		97%		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: Counseling is provided for students with personal problems that interfere with learning.

3-6 students 31% community 84% faculty 100% 3-6 students with I.E.P.'s- 45% 3-6 males- 41% The above groups feel that students have personal problems that interfere with learning.

Concern: The behavior of students in the school interferes with other students' ability to learn.

The behavior of other students interferes with my ability to learn. K-2 students-63% agree 3-6 students- 57% agree community- 62% agree faculty- 66% agree

Concern: Parent Involvement

42% of faculty members disagree that parents talk with students about class work at least once a week. There were only 20 parent surveys returned after two requests were sent home with students.

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

Behavior Modification —

Students will be identified weekly by classroom teachers for good behavior and homework completion. If they turn in their homework for the previous week, they will be rewarded with an extra recess. If students have good behavior for the entire week with no punches in their discipline track, they will receive an extra recess.

Counseling for Students —

Dr. Reed will contact local counselors from the Medora community to request their services in counseling elementary students on an on-call basis one day each week. Dr. Reed will coordinate the scheduling and contacting of the counselors when a student is in need of counseling. Dr. Reed will supervise the student in emergency situations until the on-call counselor arrives and will be the designated listener for students not requiring counseling help.

Parent Involvement —

Parents will be invited to an informational open house once a month to share student work and to express any concerns they have about their students' progress.

Required Strategies

F. Encourage Rigorous Curriculum: Medora Elementary Student Achievers —

Students will be rewarded and recognized for honor roll and improvement in an identified area of their curriculum. Students will make an academic goal after they receive their 4 1/2 week progress report. Upon receiving report cards at the end of the nine weeks, honor roll students and students meeting their goals will be identified and rewarded. Mrs. Bennett and Mrs. Beesley will purchase and distribute the rewards each nine weeks.

I. Focused Academic Area: 6+ 1 Traits for Writing —

All classroom teachers will incorporate 6+1 traits for writing in their curriculum. 1-6 grade teachers will use mini lessons based on the individual traits. K-6 teachers will begin to use grade level appropriate writing rubrics to assess student performance. Teachers will provide support and or extra help for students during their weekly individual writing conferences.

U. Focused Student Group: Study Buddies —

K-6 students with IEP's will be tutored two times each week from 12:10-12:30 by peer tutors from grades 4-6. 4-6 grade teachers will select and train student tutors. The resource room and general education teachers will provide materials for the tutoring sessions.

Professional Development

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

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

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

I. Focused Academic Area: 6+ 1 Traits for Writing

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Collaboration</i>	Source: General Fund Amount: \$8,000.00	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will collaborate every nine weeks to discuss questions or concerns about particular traits, and the use of rubrics to compare scoring techniques. Teachers can ask for assistance from peers in order to evaluate/observe their teaching and scoring methods.	Teachers	Peer Coaching Collaborative Problem Solving

U. Focused Student Group: Study Buddies

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: Counseling is provided for students with personal problems that interfere with learning.

Data Targets Influenced by This Concern:

- 3rd -6th grade boys -- Average Percent Passing ISTEP Language Arts (AYP)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Students with I.E.P.s -- Average Percent Passing ISTEP Language Arts (AYP)
- Students with IEP's -- Average Percent passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Counseling for Students

Concern: The behavior of students in the school interferes with other students' ability to learn.

Data Targets Influenced by This Concern:

- 1st-6th grade students -- who have earned all A's and B's on second semester report cards
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- Behavior Modification

Concern: Parent Involvement

Data Targets Influenced by This Concern:

- 1st-6th grade students -- who have earned all A's and B's on second semester report cards
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- Parent Involvement

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 1st-6th grade students -- who have earned all A's and B's on second semester report cards
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Medora Elementary Student Achievers

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 3rd -6th grade boys -- Average Percent Passing ISTEP Language Arts (AYP)
- 3rd-6th grade students -- who pass ISTEP Language Arts (AYP)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Students in Grades 3-6 -- Average Percent Passing ISTEP Writing (Conventions, Process, Application)
- Students with I.E.P.s -- Average Percent Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- I. Focused Academic Area: 6+ 1 Traits for Writing

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Students with I.E.P.s -- Average Percent Passing ISTEP Language Arts (AYP)
- Students with IEP's -- Average Percent passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Study Buddies

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:	Superintendent's office, Elementary principal's office, and every elementary classroom	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	K-2 Indiana Reading Assessment--Sent to us by the state of Indiana. This assesses phonics, phonemic awareness, vocabulary, comprehension, writing and oral reading. Terra Nova--Is given to the 2nd graders to help prepare them for taking ISTEP tests. It includes math and language arts assessments. STAR reading and Math tests assess the reading and math performance of 1st through 6th graders at least twice each year.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Focused Academic Area

May 15, 2009: Survey teachers to determine who is using rubrics in their classrooms.

Person: Adam Disque

Activity: Collect baseline data

Sep 4, 2009: Teachers will use the Evan Moor 6+1 traits of writing daily lessons.

Person: 1-6 Teachers

Activity: Rubrics

Oct 9, 2009: Every nine weeks teachers will grade student writing samples with a rubric.

Person: 1-6 Teachers

Activity: Rubrics

Oct 9, 2009: Teachers will collaborate with peers to discuss the use of rubrics to compare scoring techniques.

Person: 1-6 Teachers

Activity: Rubrics

Oct 9, 2009: Teachers can ask for assistance from peers in order to evaluate/observe their teaching and scoring methods.

Person: 1-6 Teachers

Activity: Teacher Collaboration

Oct 9, 2009: Teachers will refer to the 6+1 Writing Traits book and use collaboration time to discuss questions or concerns about particular traits.

Person: K-6 Teachers

Activity: Teacher Collaboration

Oct 15, 2009: Teachers will discuss with their peers the positive or negative aspects of teaching the 6+1 Traits for Writing.

Person: 1-6 Teachers

Activity: Teacher Discussion

Dec 11, 2009: Every nine weeks teachers will grade student writing samples with a rubric.

Person: 1-6 Teachers

Activity: Rubrics

Dec 11, 2009: Teachers will collaborate with peers to discuss the use of rubrics to compare scoring techniques.

Person: 1-6 Teachers

Activity: Rubrics

Dec 11, 2009: Teachers can ask for assistance from peers in order to evaluate/observe their teaching and scoring methods.

Person: 1-6 Teachers

Activity: Teacher Collaboration

Dec 11, 2009: Teachers will refer to the 6+1 Writing Traits book and use collaboration time to discuss questions or concerns about particular traits.

Person: K-6 Teachers

Activity: Teacher Collaboration

Dec 17, 2009: Teachers will discuss with their peers the positive or negative aspects of teaching the 6+1 Traits for Writing.

Person: 1-6 Teachers

Activity: Teacher Discussion

Jan 8, 2010: Survey teachers to determine who is using writing rubrics in their classrooms.

Person: Adam Disque

Activity: Collect first semester/trimester follow up data

Feb 12, 2010: Every nine weeks teachers will grade student writing samples with a rubric.

Person: 1-6 Teachers

Activity: Rubrics

Feb 12, 2010: Teachers will collaborate with peers to discuss the use of rubrics to compare scoring techniques.

Person: 1-6 Teachers

Activity: Rubrics

Feb 12, 2010: Teachers can ask for assistance from peers in order to evaluate/observe their teaching and scoring methods.

Person: 1-6 Teachers

Activity: Teacher Collaboration

Feb 12, 2010: Teachers will refer to the 6+1 Writing Traits book and use collaboration time to discuss questions or concerns about particular traits.

Person: K-6 Teachers

Activity: Teacher Collaboration

Feb 18, 2010: Teachers will discuss with their peers the positive or negative aspects of teaching the 6+1 Traits for Writing.

Person: 1-6 Teachers

Activity: Teacher Discussion

Apr 16, 2010: Every nine weeks teachers will grade student writing samples with a rubric.

Person: 1-6 Teachers

Activity: Rubrics

Apr 16, 2010: Teachers will collaborate with peers to discuss the use of rubrics to compare scoring techniques.

Person: 1-6 Teachers

Activity: Rubrics

Apr 16, 2010: Teachers can ask for assistance from peers in order to evaluate/observe their teaching and scoring methods.

Person: 1-6 Teachers

Activity: Teacher Collaboration

Apr 16, 2010: Teachers will refer to the 6+1 Writing Traits book and use collaboration time to discuss questions or concerns about particular traits.

Person: K-6 Teachers

Activity: Teacher Collaboration

Apr 22, 2010: Teachers will discuss with their peers the positive or negative aspects of teaching the 6+1 Traits for Writing.

Person: 1-6 Teachers

Activity: Teacher Discussion

May 14, 2010: Survey teachers to determine who is using writing rubrics in their classrooms.

Person: Adam Disque

Activity: Collect final semester/trimester follow up data

Focused Student Group

Sep 4, 2009: Get a list of students with IEP's from the resource teacher.

Person: Bridgett Disque

Activity: Student and Tutor Selection

Sep 4, 2009: Teachers will choose responsible students to be peer tutors.

Person: 4-6 Grade Teachers

Activity: Student and Tutor Selection

- Sep 8, 2009:** All student tutors and students with IEP's must have a signed permission slip to participate in the program.
Person: Bridgett Disque
Activity: Permission Slips
- Sep 8, 2009:** Each tutor will have an information folder concerning strategies and resources to use with their child.
Person: Bridgett Disque
Activity: Student Tutor Training
- Sep 8, 2009:** Student tutors will meet for "Buddy Training" by grade level.
Person: Bridgett Disque
Activity: Student Tutor Training
- Sep 15, 2009:** Each classroom teacher will prepare materials for each IEP student participating in tutoring.
Person: Classroom teachers
Activity: Prepare Materials
- Sep 15, 2009:** Prepare student folders and extra materials (flash cards, chalkboards, pencils, erasers etc.)
Person: Bridgett Disque
Activity: Prepare Materials
- Sep 18, 2009:** Group the student tutors and students with IEP's.
Person: Bridgett and Julia
Activity: Group Selection
- Sep 21, 2009:** Give the students with IEP's a self assessment survey to determine their attitudes toward classroom work.
Person: Bridgett Disque
Activity: Collect baseline data
- Sep 22, 2009:** All students will receive a small treat every day they attend.
Person: Julia Knott
Activity: Positive Reinforcement
- Sep 22, 2009:** Students with IEP's and their Study Buddies will meet every Tuesday and Wednesday from 12:10 - 12:30.
Person: Julia Knott
Activity: Tutoring Sessions
- Jan 22, 2010:** Count the number of teachers who sent students with materials to each tutoring session.
Person: Julia Knott
Activity: Collect first semester/trimester follow up data
- Jan 22, 2010:** Resurvey students with IEP's to determine if attitudes toward classroom work have changed.
Person: Bridgett Disque
Activity: Collect first semester/trimester follow up data
- May 12, 2010:** Count the number of teachers who sent students with materials to each tutoring session.
Person: Julia Knott
Activity: Collect final semester/trimester follow up data
- May 12, 2010:** Resurvey students with IEP's to determine if attitudes toward classroom work has changed.
Person: Bridgett Disque
Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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