

School Improvement Plan - PL221 Version - 2009-2012

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Brownstown Central Middle Sch (3107)

Brownstown Cnt Com Sch Corp

Brownstown, 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

Brownstown Central Middle Sch

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Gina Bane - Community Representative (Business)
- Peggy Cannon - Administrator
- Terrye Davidson - School Counselor
- Jay Grider - Community Representative (Business)
- Stephanie Pullen - Parent/Guardian
- Connie Reid - Teacher
- Mendy Stahl - Teacher

Strategy Chairs

- Karen Ault
- Cathi Wheeler

Community Council

- Jerry Banks
- Dana Baute
- Brenda Bean - Teacher Aide
- Rev. Chris Criminger - Minister
- Sharon DeHart - Teacher
- Kimo Enrique - realtor
- Bev Gaiter
- Dan Hall
- Jerry Hounshel - Sheriff
- James Lasher - Military
- Gina Maupin - Pharmacist
- Marvin Maupin
- Shawna McCool - homemaker
- Glen McGinnis - pharmacist
- Lin Montgomery - District Coordinator Drug Council
- Jim Myers - administrator
- Glenn Pullen - Veterinarian
- Pat Railsback
- Scot Reid - Marketing Advisor
- Tammy Rogers - homemaker
- Dan Schwartz
- Monty Silence
- Brian Sommers
- Mary Ann Spray
- Leroy Warren - Town Board President
- Sandra Warren - Teacher
- Tom Wright - Policeman

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 clean, safe environment that is pleasant, drug-free, stimulating, consistent and structured with defined boundaries for behavior. We believe that all students deserve opportunities to learn at their individual levels successfully, to create pride in their abilities and talents, to participate in extra-curricular activities as well as cultural and social experiences, to receive individual attention, extra help, and time with the counselor, to have hygiene needs met, to belong and be a kid. We believe that all students deserve a curriculum that is challenging yet attainable, uses multiple information sources, and incorporates high expectations for all students. We believe that all students deserve to be held accountable for their actions and readiness to learn. We believe that all students deserve to be accepted, respected, and treated equally by everyone. We believe that all students deserve to be educated by staff who are competent, positive role models, considerate of students' needs. We believe that all students deserve opportunities for intentional community involvement. We believe that all students deserve a safe, stable home with parents who are positive role models, who are engaged in the child's life and education, and who are actively involved in a Parent/Teacher Organization

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

Monitor environments for safety, cleanliness, and consistency, Provide access to counselors, extra help, opportunities for students to show their talents, skills, and progress, Are personable, flexible, and understanding, Educate creatively by engaging students in critical thinking and problem solving in all Indiana standards and various life skills through a variety of classes emphasizing the importance of both, Expect completed homework and support students through clear goals and expectations, Accept responsibility for all students' education, Treat all students with acceptance, respect, and equality, Are knowledgeable about their subject areas, using technology as well as a variety of teaching techniques and learning activities, Show support for the educational development of students by attending parent/teacher conferences, supporting teacher and administrator decisions, and taking responsibility for their children's learning, Ensure that the children's hygiene and basic health needs are met, Serve as mentors who demonstrate professional behavior by being responsible and punctual, working hard, Smile.

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

are clean, alert, well-fed, healthy, and drug-free. They take advantage of extra help and opportunities for involvement in extra-curricular activities and are knowledgeable about post-secondary educational and career opportunities. Students make full use of the diverse curriculum and are able to apply knowledge to solve problems. They make extra effort and go beyond the basic expectations. Happy, students show their love of learning by attending regularly, listening, asking questions, working responsibly, volunteering, setting high goals and achieving at that level, and passing ISTEP+. They are knowledgeable about technology. Showing responsibility, they complete all assignments on time and to the best of their abilities and therefore are on level each review. They are honest and do not cheat, and they have a positive attitude and good work ethic. Respecting themselves, others, and their environments, they use manners, help, encourage, appreciate, and support others.

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

- % of students who make all C's or better: 100%
- % of students who Pass all ISTEP+ content areas: 100%
- % of students who Meet AR requirements: 100%
- % of students who Pass Pre-Algebra as preparation for Algebra in Grade 9: 100%
- % of students who Are on-level for academics: 100%
- % of students who Pass mastery standards in Math and LA: 100%
- % of students who Master minimum computer proficiency skills: 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.

6th Grade Students - % passing LA ISTEP Tests

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	
n/a	n/a	n/a	n/a	n/a	68	71		74		77		100

6th Grade Students - % passing Math ISTEP Tests

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	
n/a	n/a	n/a	n/a	n/a	85	88		91		94		100

7th Grade Students - % passing LA ISTEP Tests

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	
79	72	74	74	75	78	81		84		87		100

7th Grade Students - % passing Math ISTEP Tests

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	
79	83	85	93	94	85	88		91		94		100

8th Grade Students - % passing LA ISTEP Tests

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	
77	73	75	67	76	77	80		83		86		100

8th Grade Students - % passing Math ISTEP Tests

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	
79	74	76	75	80	83	86		89		91		100

All Boys - % enrolled in advanced classes

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	
n/a	n/a	n/a	n/a	n/a	34	38		42		46		50

All Free/Reduced Students - % passing LA ISTEP Tests--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	
n/a	58.4	n/a	55.1	n/a	66.7	70		73		76		100

All students - % making all Cs or better on Trimester 1 & 2 Grades

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	
83	70	73	70	73	75 Tri 1	75		78		81		100

All Students - % passing LA ISTEP Tests--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	
n/a	73.7	n/a	72.4	n/a	81	84		87		90		100

All Students - % passing Math ISTEP Tests--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	
n/a	77.1	n/a	85.0	n/a	86.9	90		93		97		100

Students in Class of 2016 - % passing Writing Applications standard on LA ISTEP Tests

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	
					82	85		88		91		100

Students in the Class of 2016 - % passing Reading Comprehension standard on LA ISTEP Tests

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	83		86		89		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: C & D students not doing homework

76% of all students who reported grades of C's & D's said that they did their homework almost every day. If this is the case, they should not be making C's and D's.

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.

Required Strategies

F. Encourage Rigorous Curriculum: Constructed and Extended Response Practice Across All Subjects —

All certified teachers will incorporate at least two constructed and two extended response assignments into their lessons, one scheduled during trimester 1 and the other scheduled during trimester 2 or early in trimester 3. Teachers will use their own subjects to design these response assignments, which will target the appropriate grade level language arts reading and writing standards. Using the ISTEP+ two point Constructed Response and the four point Extended Response rubrics, teachers will evaluate responses, share evaluation results with students to assist them in understanding how to improve, and submit student samples representing each point of the rubric to the principal. Since this Constructed and Extended Response practice will occur in all grades and subjects, all students will be practicing the skills required for success at a rigorous level.

I. Focused Academic Area: Constructed and Extended Response Practice Across All Subjects —

All certified teachers will incorporate at least two constructed and two extended response assignments into their lessons, one scheduled during trimester 1 and the other scheduled during trimester 2 or early in trimester 3. Teachers will use their own subjects to design these response assignments, which will target the appropriate grade level language arts reading and writing standards. Using the ISTEP+ two point Constructed Response and the four point Extended Response rubrics, teachers will evaluate responses, share evaluation results with students to assist them in understanding how to improve, and submit student samples representing each point of the rubric to the principal. Since this Constructed and Extended Response practice will occur in all grades and subjects, all students will be practicing the skills required for success at a rigorous level. See F. Encourage Rigorous Curriculum for full details of this strategy, including data and action plan.

U. Focused Student Group: Skills of Success (SOS) —

Advisor/advisee (TRIBE) teachers, called advisors, will teach, implement, and reinforce study and organizational skills during TRIBE. They will teach approximately 15 lessons at the beginning of the school year and reinforce the lessons approximately once a month thereafter. TRIBE is a structured advisor-advisee program that meets daily from 8:20 - 8:45 AM. There will be three speciality TRIBES, one at each grade level 6-8, that will include free and reduced students who will receive additional skills and support on an on-going basis.

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.

F. Encourage Rigorous Curriculum: Constructed and Extended Response Practice Across All Subjects

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Preparation</i>	Source: PL 221 PD \$ and Title II \$ Amount: \$3500	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
--Either teachers will be paid for after school sessions or subs will be retained so that teachers can work on perfecting their Constructed and Extended Response questions and on practicing scoring using the ISTEP+ rubric --Teachers will attend conferences to improve these skills and related skills, such as the Middle Level Conference, Conference on Learning, Reading Conference, etc.	Teachers Counselors Administrators Parents Community Members	Talk to Presentation/Workshop Peer Coaching Professional Reading

U. Focused Student Group: Skills of Success (SOS)

Professional Development Activity	Funding	Activity Purpose
<i>Agenda Checks PDD</i>	Source: Title II \$ Amount: \$1450	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Books/videos, etc. to assist with helping teachers motivate and teach study skills. Attend the National Middle School Conference	Teachers Counselors Administrators Community Members	Presentation/Workshop Peer Coaching Professional Reading Collaborative Problem Solving Networking/Site Visit

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: C & D students not doing homework

Data Targets Influenced by This Concern:

- All students -- % making all Cs or better on Trimester 1 & 2 Grades

Strategies to Impact This Concern:

- U. Focused Student Group: Skills of Success (SOS)

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 6th Grade Students -- % passing LA ISTEP Tests
- 6th Grade Students -- % passing Math ISTEP Tests
- 7th Grade Students -- % passing LA ISTEP Tests
- 7th Grade Students -- % passing Math ISTEP Tests
- 8th Grade Students -- % passing LA ISTEP Tests
- 8th Grade Students -- % passing Math ISTEP Tests
- All Boys -- % enrolled in advanced classes
- All Students -- % passing LA ISTEP Tests--AYP
- All Students -- % passing Math ISTEP Tests--AYP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Constructed and Extended Response Practice Across All Subjects

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 6th Grade Students -- % passing LA ISTEP Tests
- 7th Grade Students -- % passing LA ISTEP Tests
- 8th Grade Students -- % passing LA ISTEP Tests
- All Free/Reduced Students -- % passing LA ISTEP Tests--AYP
- All Students -- % passing LA ISTEP Tests--AYP
- Students in Class of 2016 -- % passing Writing Applications standard on LA ISTEP Tests
- Students in the Class of 2016 -- % passing Reading Comprehension standard on LA ISTEP Tests

Strategies to Impact This Concern:

- I. Focused Academic Area: Constructed and Extended Response Practice Across All Subjects

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All Free/Reduced Students -- % passing LA ISTEP Tests--AYP
- All students -- % making all Cs or better on Trimester 1 & 2 Grades

Strategies to Impact This Concern:

- U. Focused Student Group: Skills of Success (SOS)

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:	The curriculum is located in our conference room which makes it accessible for any parent/guardian or teacher who might have a need to see it during a conference.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Star Reading and Star Math are both given to students on a case by case basis. The Standardized Test for Achievement in Reading (STAR) is a computerized assessment used throughout the district to identify students who are reading below grade level so that appropriate supportive interventions may be implemented. STAR Math computerized tests are administered to students and used to identify those who demonstrate need for support and intervention in Math	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

Mar 15, 2009: Teachers will create the second Constructed and Extended Reponse prompts.

Person: Karen Ault

Activity: Constructed and Extended Responses

May 1, 2009: Submit samples of constructed and extended responses completed in 07-08

Person: Peggy Cannon

Activity: Collect baseline data

May 30, 2009: Tally for baseline data in input online

Person: Peggy Cannon

Activity: Collect baseline data

Sep 2, 2009: The rationale, procedure, and guidelines for incorporating Constructed and Extended Responses into content area lessons will be presented to the faculty during a team meeting.

Person: Peggy Cannon

Activity: Constructed and Extended Responses

Sep 9, 2009: Concerns, questions, and specific needs will be addressed during a staff meeting.

Person: Peggy Cannon

Activity: Constructed and Extended Responses

Sep 9, 2009: Supplemental materials including rubrics, guides, and examples will be presented during a staff meeting.

Person: Peggy Cannon

Activity: Constructed and Extended Responses

Sep 11, 2009: Language Arts teachers will offer suggestions during a team meeting.

Person: Karla Rieckers

Activity: Constructed and Extended Responses

Sep 15, 2009: Language Arts teachers will explain the ISTEP rubrics for Constructed and Extended Responses in detail to students.

Person: Karla Rieckers

Activity: Constructed and Extended Responses

Sep 15, 2009: Teachers will attend optional sessions for writing Constructed and Extended Response prompts that focus on different types of writing (persuasive, letter, etc.)

Person: Karen Ault

Activity: Teacher Preparation

Sep 15, 2009: Teachers will participate in optional practice scoring sessions.

Person: Karen Ault

Activity: Teacher Preparation

Sep 27, 2009: Using the results from the Spring 2009 ISTEP, students will record scores from Constructed and Extended Response questions onto a personalized goal setting sheet.

Person: Terrye Davidson

Activity: Student Preparation

Oct 15, 2009: Submit samples of their constructed and extended response papers from Trimester 1

Person: Teachers

Activity: Collect first semester/trimester follow up data

- Oct 27, 2009:** Examples of prompts developed from content lessons will be shared with teacher.
Person: Karen Ault
Activity: Preparation and Scoring of Constructed and Extended Responses
- Oct 27, 2009:** Grade level teams will meet to practice scoring actual student samples.
Person: Karen Ault
Activity: Preparation and Scoring of Constructed and Extended Responses
- Oct 27, 2009:** Sample writings illustrating each level of the rubric will be provided to teachers.
Person: Karen Ault
Activity: Preparation and Scoring of Constructed and Extended Responses
- Nov 7, 2009:** Subject area teachers will review the appropriate ISTEP rubric with students prior to presenting each type of question.
Person: Karen Ault
Activity: Constructed and Extended Responses
- Nov 7, 2009:** With assistance available, teachers will prepare their constructed and extended responses
Person: Karen Ault
Activity: Constructed and Extended Responses
- Nov 10, 2009:** Teachers will present and discuss results with students by sharing anonymous student samples that exemplify each level of the rubric.
Person: Karen Ault
Activity: Constructed and Extended Responses
- Nov 10, 2009:** Teachers will present Constructed and Extended response questions to students as appropriate.
Person: Karen Ault
Activity: Constructed and Extended Responses
- Nov 10, 2009:** Using the ISTEP rubric, teachers will score responses.
Person: Karen Ault
Activity: Constructed and Extended Responses
- Nov 15, 2009:** Time for grading Extending Responses will be made available.
Person: Karen Ault
Activity: Preparation and Scoring of Constructed and Extended Responses
- Nov 15, 2009:** Teachers will be instructed on how to compare scores from class samples to actual Spring ISTEP 2009 writing scores.
Person: Karen Ault
Activity: Teacher Preparation
- Nov 19, 2009:** Teachers will submit the student samples to the principal.
Person: Peggy Cannon
Activity: Constructed and Extended Responses
- Nov 20, 2009:** Teachers will coordinate a schedule for presenting Constructed and Extended Responses to students.
Person: Karen Ault
Activity: Student Preparation
- Nov 30, 2009:** During a team meeting, teachers will share concerns, issues, and problems resulting from implementation during trimester 1.
Person: Karen Ault
Activity: Constructed and Extended Responses
- Dec 15, 2009:** Tally information and input online
Person: Peggy Cannon
Activity: Collect first semester/trimester follow up data

Jan 15, 2010: Teachers' concerns from implementation during first trimester will be addressed by making adjustments or providing assistance as needed.

Person: Karen Ault

Activity: Constructed and Extended Responses

Mar 13, 2010: Teachers will review the ISTEP rubric with students.

Person: Karen Ault

Activity: Constructed and Extended Responses

Mar 15, 2010: Teachers will present the Constructed and Extended Responses as appropriate.

Person: Karen Ault

Activity: Constructed and Extended Responses

Mar 15, 2010: Teachers will score responses and share samples of each performance level with students.

Person: Karen Ault

Activity: Constructed and Extended Responses

Mar 23, 2010: Teachers will submit the student samples to the principal.

Person: Peggy Cannon

Activity: Constructed and Extended Responses

Apr 1, 2010: Submit samples of their constructed and extended response papers from Trimester 2 & 3

Person: Peggy Cannon

Activity: Collect final semester/trimester follow up data

Apr 27, 2010: Teachers will attend related conferences such as the Middle Level Conference, the Indiana Conference on Learning, etc.

Person: Peggy Cannon

Activity: Teacher Preparation

May 1, 2010: Tally information and input online

Person: Peggy Cannon

Activity: Collect final semester/trimester follow up data

May 25, 2010: During a team meeting, teachers will evaluate this process of creating and presenting Constructed and Extended Responses to determine what adjustments should be made.

Person: Karen Ault

Activity: Constructed and Extended Responses

Focused Student Group

Apr 15, 2009: Survey staff to determine # of lessons taught during 07-08

Person: Cathi Wheeler

Activity: Collect baseline data

May 1, 2009: Input this data in InSAI online system

Person: Peggy Cannon

Activity: Collect baseline data

May 25, 2009: Purchase books on targeting success with middle school students

Person: Terrye Davidson

Activity: Agenda Checks PDD

May 30, 2009: Input this data in InSAI online system

Person: Peggy Cannon

Activity: Collect final semester/trimester follow up data

Aug 1, 2009: Display on bulletin boards

Person: 3 advisors

Activity: Form birthday club

- Aug 1, 2009:** Display on bulletin boards
Person: 3 advisors
Activity: Form birthday club
- Aug 1, 2009:** Gather birthdate information
Person: 3 advisors
Activity: Form birthday club
- Aug 1, 2009:** Gather birthdate information
Person: 3 advisors
Activity: Form birthday club
- Aug 1, 2009:** Get punch outs from LMC to put b'days on
Person: Lee Ann Silence
Activity: Form birthday club
- Aug 1, 2009:** Get punch outs from LMC to put b'days on
Person: Lee Ann Silence
Activity: Form birthday club
- Aug 1, 2009:** Develop example of happy gram
Person: Susan Spurgeon
Activity: Happy Grams
- Aug 1, 2009:** Develop Happy Gram stationery
Person: Jane Weisman
Activity: Happy Grams
- Aug 1, 2009:** Construct likes/dislikes questionnaire
Person: Susan Spurgeon
Activity: Ice breaker
- Aug 1, 2009:** Create guidelines for compliments
Person: Susan Spurgeon
Activity: Paper plate compliments
- Aug 1, 2009:** Purchase paper plates and packaging tape
Person: Lee An Silence
Activity: Paper plate compliments
- Aug 1, 2009:** Contact director of Jackson Co recycling about donating water bottle recycling bin
Person: Jane Weisman
Activity: Service project
- Aug 1, 2009:** Organize gathering of plastic bottles to coorelate with selling of water bottles to students
Person: Jane Weisman
Activity: Service project
- Aug 1, 2009:** Talk with cafeteria personnel about putting plastic bottle recycling bin there
Person: Jane Weisman
Activity: Service project
- Aug 10, 2009:** Inform parents/guardians at Open House about incentive program for TRIBEs
Person: TRIBE advisors
Activity: All C's or better incentive program
- Aug 15, 2009:** TRIBE advisors will pick 1-2 students to call home about with positive comments regarding TRIBE participation
Person: TRIBE advisors
Activity: PATS (Positive Attention To Students)

- Aug 17, 2009:** A committee will meet to determine a quick and easy way for teachers to grade agendas
Person: Cathi Wheeler
Activity: Agenda Checks
- Aug 17, 2009:** Issue questionnaire to other advisors
Person: Susan Spurgeon
Activity: Ice breaker
- Aug 17, 2009:** Inform TRIBE advisors about the guidelines
Person: Susan Spurgeon
Activity: Paper plate compliments
- Aug 17, 2009:** The Task Force will create a schedule of days to teach study skills lessons
Person: Karen Ault
Activity: TRIBE study skills lessons
- Aug 20, 2009:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program
- Aug 20, 2009:** Inform students of incentive program
Person: TRIBE advisors
Activity: All C's or better incentive program
- Aug 25, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Aug 25, 2009:** Meet to determine how to check agenda quickly
Person: Cathi Wheeler
Activity: Agenda Checks PDD
- Aug 25, 2009:** Lessons will be placed in mailboxes the day before the lesson is to be taught
Person: Cathi Wheeler
Activity: TRIBE study skills lessons
- Aug 26, 2009:** TRIBE advisors will teach the study skills lessons during TRIBE
Person: Advisors
Activity: TRIBE study skills lessons
- Aug 30, 2009:** Inform students of happy grams for teachers, staff, and parents/guardians
Person: TRIBE advisors
Activity: Happy Grams
- Aug 30, 2009:** TRIBE advisors will contact parent/guardian
Person: Each advisor
Activity: PATS (Positive Attention To Students)
- Sep 1, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Sep 5, 2009:** Special TRIBE advisor for grade 6 will meet with grade level team about RTI concerns and PATS
Person: Lee Ann Silence
Activity: Team Meeting Check Up
- Sep 5, 2009:** Special TRIBE advisor for grade 7 will meet with grade level team about RTI concerns and PATS
Person: Susan Spurgeon
Activity: Team Meeting Check Up

- Sep 5, 2009:** Special TRIBE advisor for grade 8 will meet with grade level team about RTI concerns and PATS
Person: Jane Weisman
Activity: Team Meeting Check Up
- Sep 8, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Sep 15, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Sep 15, 2009:** TRIBE advisors will pick 1-2 students to call home about with positive comments regarding TRIBE participation
Person: TRIBE advisors
Activity: PATS (Positive Attention To Students)
- Sep 20, 2009:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program
- Sep 22, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Sep 25, 2009:** 3 TRIBE advisors of specialty TRIBES will present at staff meeting information about their TRIBES and activities
Person: Lee Ann Silence
Activity: Specialty TRIBES
- Sep 29, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Sep 30, 2009:** TRIBE advisors will contact parent/guardian
Person: Each advisor
Activity: PATS (Positive Attention To Students)
- Oct 5, 2009:** Special TRIBE advisor for grade 6 will meet with grade level team about RTI concerns and PATS
Person: Lee Ann Silence
Activity: Team Meeting Check Up
- Oct 5, 2009:** Special TRIBE advisor for grade 7 will meet with grade level team about RTI concerns and PATS
Person: Susan Spurgeon
Activity: Team Meeting Check Up
- Oct 5, 2009:** Special TRIBE advisor for grade 8 will meet with grade level team about RTI concerns and PATS
Person: Jane Weisman
Activity: Team Meeting Check Up
- Oct 6, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Oct 6, 2009:** Lessons will be placed in mailboxes the day before the lesson is to be taught
Person: Cathi Wheeler
Activity: TRIBE study skills lessons
- Oct 7, 2009:** TRIBE advisors will teach the study skills lessons during TRIBE
Person: Advisors
Activity: TRIBE study skills lessons

- Oct 13, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Oct 15, 2009:** TRIBE advisors will pick 1-2 students to call home about with positive comments regarding TRIBE participation
Person: TRIBE advisors
Activity: PATS (Positive Attention To Students)
- Oct 20, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Oct 20, 2009:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program
- Oct 25, 2009:** 3 TRIBE advisors of specialty TRIBES will present at staff meeting information about their TRIBES and activities
Person: Lee Ann Silence
Activity: Specialty TRIBES
- Oct 27, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Oct 30, 2009:** TRIBE advisors will contact parent/guardian
Person: Each advisor
Activity: PATS (Positive Attention To Students)
- Nov 3, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Nov 5, 2009:** Attend the middle school conference
Person: TRIBE specialty advisors and consultant
Activity: Agenda Checks PDD
- Nov 5, 2009:** Special TRIBE advisor for grade 6 will meet with grade level team about RTI concerns and PATS
Person: Lee Ann Silence
Activity: Team Meeting Check Up
- Nov 5, 2009:** Special TRIBE advisor for grade 7 will meet with grade level team about RTI concerns and PATS
Person: Susan Spurgeon
Activity: Team Meeting Check Up
- Nov 5, 2009:** Special TRIBE advisor for grade 8 will meet with grade level team about RTI concerns and PATS
Person: Jane Weisman
Activity: Team Meeting Check Up
- Nov 10, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Nov 15, 2009:** Survey advisors to determine # of lessons taught during Trimester 1
Person: Cathi Wheeler
Activity: Collect first semester/trimester follow up data
- Nov 15, 2009:** TRIBE advisors will pick 1-2 students to call home about with positive comments regarding TRIBE participation
Person: TRIBE advisors
Activity: PATS (Positive Attention To Students)

- Nov 17, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Nov 17, 2009:** Lessons will be placed in mailboxes the day before the lesson is to be taught
Person: Cathi Wheeler
Activity: TRIBE study skills lessons
- Nov 18, 2009:** TRIBE advisors will teach the study skills lessons during TRIBE
Person: Advisors
Activity: TRIBE study skills lessons
- Nov 20, 2009:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program
- Nov 24, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Nov 25, 2009:** 3 TRIBE advisors of specialty TRIBEs will present at staff meeting information about their TRIBEs and activities
Person: Lee Ann Silence
Activity: Specialty TRIBEs
- Nov 30, 2009:** Input this data in InSAI online system
Person: Peggy Cannon
Activity: Collect first semester/trimester follow up data
- Nov 30, 2009:** TRIBE advisors will contact parent/guardian
Person: Each advisor
Activity: PATS (Positive Attention To Students)
- Dec 1, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Dec 5, 2009:** Special TRIBE advisor for grade 6 will meet with grade level team about RTI concerns and PATS
Person: Lee Ann Silence
Activity: Team Meeting Check Up
- Dec 5, 2009:** Special TRIBE advisor for grade 7 will meet with grade level team about RTI concerns and PATS
Person: Susan Spurgeon
Activity: Team Meeting Check Up
- Dec 5, 2009:** Special TRIBE advisor for grade 8 will meet with grade level team about RTI concerns and PATS
Person: Jane Weisman
Activity: Team Meeting Check Up
- Dec 8, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Dec 15, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Dec 15, 2009:** TRIBE advisors will pick 1-2 students to call home about with positive comments regarding TRIBE participation
Person: TRIBE advisors
Activity: PATS (Positive Attention To Students)

- Dec 20, 2009:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program
- Dec 22, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Dec 25, 2009:** 3 TRIBE advisors of specialty TRIBES will present at staff meeting information about their TRIBES and activities
Person: Lee Ann Silence
Activity: Specialty TRIBES
- Dec 29, 2009:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Dec 29, 2009:** Lessons will be placed in mailboxes the day before the lesson is to be taught
Person: Cathi Wheeler
Activity: TRIBE study skills lessons
- Dec 30, 2009:** TRIBE advisors will contact parent/guardian
Person: Each advisor
Activity: PATS (Positive Attention To Students)
- Dec 30, 2009:** TRIBE advisors will teach the study skills lessons during TRIBE
Person: Advisors
Activity: TRIBE study skills lessons
- Jan 5, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Jan 5, 2010:** Special TRIBE advisor for grade 6 will meet with grade level team about RTI concerns and PATS
Person: Lee Ann Silence
Activity: Team Meeting Check Up
- Jan 5, 2010:** Special TRIBE advisor for grade 7 will meet with grade level team about RTI concerns and PATS
Person: Susan Spurgeon
Activity: Team Meeting Check Up
- Jan 5, 2010:** Special TRIBE advisor for grade 8 will meet with grade level team about RTI concerns and PATS
Person: Jane Weisman
Activity: Team Meeting Check Up
- Jan 12, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Jan 15, 2010:** TRIBE advisors will pick 1-2 students to call home about with positive comments regarding TRIBE participation
Person: TRIBE advisors
Activity: PATS (Positive Attention To Students)
- Jan 19, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Jan 20, 2010:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program

- Jan 25, 2010:** 3 TRIBE advisors of specialty TRIBES will present at staff meeting information about their TRIBES and activities
Person: Lee Ann Silence
Activity: Specialty TRIBES
- Jan 26, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Jan 30, 2010:** TRIBE advisors will contact parent/guardian
Person: Each advisor
Activity: PATS (Positive Attention To Students)
- Feb 2, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Feb 5, 2010:** Special TRIBE advisor for grade 6 will meet with grade level team about RTI concerns and PATS
Person: Lee Ann Silence
Activity: Team Meeting Check Up
- Feb 5, 2010:** Special TRIBE advisor for grade 7 will meet with grade level team about RTI concerns and PATS
Person: Susan Spurgeon
Activity: Team Meeting Check Up
- Feb 5, 2010:** Special TRIBE advisor for grade 8 will meet with grade level team about RTI concerns and PATS
Person: Jane Weisman
Activity: Team Meeting Check Up
- Feb 9, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Feb 9, 2010:** Lessons will be placed in mailboxes the day before the lesson is to be taught
Person: Cathi Wheeler
Activity: TRIBE study skills lessons
- Feb 10, 2010:** TRIBE advisors will teach the study skills lessons during TRIBE
Person: Advisors
Activity: TRIBE study skills lessons
- Feb 16, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Feb 20, 2010:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program
- Feb 23, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Feb 25, 2010:** 3 TRIBE advisors of specialty TRIBES will present at staff meeting information about their TRIBES and activities
Person: Lee Ann Silence
Activity: Specialty TRIBES
- Mar 2, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks

- Mar 2, 2010:** TRIBE advisors will contact parent/guardian
Person: Each advisor
Activity: PATS (Positive Attention To Students)
- Mar 5, 2010:** Special TRIBE advisor for grade 6 will meet with grade level team about RTI concerns and PATS
Person: Lee Ann Silence
Activity: Team Meeting Check Up
- Mar 5, 2010:** Special TRIBE advisor for grade 7 will meet with grade level team about RTI concerns and PATS
Person: Susan Spurgeon
Activity: Team Meeting Check Up
- Mar 5, 2010:** Special TRIBE advisor for grade 8 will meet with grade level team about RTI concerns and PATS
Person: Jane Weisman
Activity: Team Meeting Check Up
- Mar 9, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Mar 15, 2010:** TRIBE advisors will pick 1-2 students to call home about with positive comments regarding TRIBE participation
Person: TRIBE advisors
Activity: PATS (Positive Attention To Students)
- Mar 16, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Mar 20, 2010:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program
- Mar 23, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Mar 23, 2010:** Lessons will be placed in mailboxes the day before the lesson is to be taught
Person: Cathi Wheeler
Activity: TRIBE study skills lessons
- Mar 24, 2010:** TRIBE advisors will teach the study skills lessons during TRIBE
Person: Advisors
Activity: TRIBE study skills lessons
- Mar 25, 2010:** 3 TRIBE advisors of specialty TRIBES will present at staff meeting information about their TRIBES and activities
Person: Lee Ann Silence
Activity: Specialty TRIBES
- Mar 30, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Apr 2, 2010:** TRIBE advisors will contact parent/guardian
Person: Each advisor
Activity: PATS (Positive Attention To Students)
- Apr 5, 2010:** Special TRIBE advisor for grade 6 will meet with grade level team about RTI concerns and PATS
Person: Lee Ann Silence
Activity: Team Meeting Check Up

- Apr 5, 2010:** Special TRIBE advisor for grade 7 will meet with grade level team about RTI concerns and PATS
Person: Susan Spurgeon
Activity: Team Meeting Check Up
- Apr 5, 2010:** Special TRIBE advisor for grade 8 will meet with grade level team about RTI concerns and PATS
Person: Jane Weisman
Activity: Team Meeting Check Up
- Apr 6, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Apr 13, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Apr 15, 2010:** TRIBE advisors will pick 1-2 students to call home about with positive comments regarding TRIBE participation
Person: TRIBE advisors
Activity: PATS (Positive Attention To Students)
- Apr 20, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- Apr 20, 2010:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program
- Apr 25, 2010:** 3 TRIBE advisors of specialty TRIBES will present at staff meeting information about their TRIBES and activities
Person: Lee Ann Silence
Activity: Specialty TRIBES
- Apr 27, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- May 2, 2010:** TRIBE advisors will contact parent/guardian
Person: Each advisor
Activity: PATS (Positive Attention To Students)
- May 4, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- May 4, 2010:** Lessons will be placed in mailboxes the day before the lesson is to be taught
Person: Cathi Wheeler
Activity: TRIBE study skills lessons
- May 5, 2010:** Special TRIBE advisor for grade 6 will meet with grade level team about RTI concerns and PATS
Person: Lee Ann Silence
Activity: Team Meeting Check Up
- May 5, 2010:** Special TRIBE advisor for grade 7 will meet with grade level team about RTI concerns and PATS
Person: Susan Spurgeon
Activity: Team Meeting Check Up
- May 5, 2010:** Special TRIBE advisor for grade 8 will meet with grade level team about RTI concerns and PATS
Person: Jane Weisman
Activity: Team Meeting Check Up

- May 5, 2010:** TRIBE advisors will teach the study skills lessons during TRIBE
Person: Advisors
Activity: TRIBE study skills lessons
- May 11, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- May 15, 2010:** Survey advisors about the # of lessons taught during Trimesters 2 & 3
Person: Cathi Wheeler
Activity: Collect final semester/trimester follow up data
- May 15, 2010:** TRIBE advisors will pick 1-2 students to call home about with positive comments regarding TRIBE participation
Person: TRIBE advisors
Activity: PATS (Positive Attention To Students)
- May 18, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- May 20, 2010:** Every 3 weeks advisors will check grades and print out grade reports
Person: TRIBE advisors
Activity: All C's or better incentive program
- May 25, 2010:** Teachers will check agendas per the recommendation
Person: Teachers
Activity: Agenda Checks
- May 25, 2010:** 3 TRIBE advisors of specialty TRIBES will present at staff meeting information about their TRIBES and activities
Person: Lee Ann Silence
Activity: Specialty TRIBES
- Aug 25, 2010:** Schedule monthly b'day parties
Person: 3 advisors
Activity: Form birthday club

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>