

School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 16:34:00

Brownstown Elementary School (3129)

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 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

- Shauni Brown - Parent/Guardian
- Tiffany Bruce - Teacher
- Rachel Fultz - Teacher
- Lora Hackman - Teacher
- Debbie Kowalik - Teacher
- Marsha Marshall - Teacher
- Tina McClure - Teacher
- Tom McCool - Administrator
- Jane Meadows - Teacher
- Jill Sommers - School Counselor
- Rich Swartwood - Community Representative (Business)
- Brian Wheeler - Teacher

Strategy Chairs

- Shauni Brown
- Tiffany Bruce
- Rachel Fultz
- Debbie Kowalik
- Marsha Marshall
- Tina McClure
- Tom McCool
- Jill Sommers

Community Council

- Holly Berry - Nurse
- Randy Bobb - Farmer
- Margo Brewer - homemaker
- Kim Brown - Veterinarian
- Klent Brown - Veterinarian
- Shari Cockerham - homemaker
- Dr. Gillespie - Veterinarian
- Doug Hanner
- Trina Hanner - Tax Business
- Susan Horton - Student Teacher
- Marc Lahrman - Sheriff
- Marvin Maupin
- Tim Miller - Minister
- Michelle Owens - Youth Services Specialist
- Glen Pullen - Veterinarian
- Stephanie Pullen - homemaker
- Denise Shoemaker - Nurse
- Mary Ann Spray
- Jim Weesner Jr. - Funeral Director
- Brian Wolka

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:

Enter core convictions here

to be treated equally and impartially in a safe environment. We believe all students deserve to be loved, praised, and respected. We believe all students deserve to feel a sense of belonging in their home, school, and community. We believe all students deserve caring, qualified teachers who are innovative in their teaching strategies. We believe all students deserve teachers who challenge them and have high expectations for their success in school. We believe all students deserve to have support staff in our school that are experts in their respective disciplines to provide additional knowledge to assist teachers, parents, and students. We believe all students deserve a classroom that is conducive to learning, with appropriate class size and noise level for optimum learning. We believe all students deserve a school that is structured and has consistent discipline and consequences. We believe all students deserve to possess the right tools to use to learn and be successful. We believe all students deserve to have parents who care and are involved and informed in the educational process. We believe all students deserve equal education with differentiated instruction at all academic levels. We believe all students deserve a community willing to invest in their educational future.

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

Enter behaviors and attitudes of adults living by core convictions here

All teachers, support staff, parents, and community members are committed to the students' success and recognize their own responsibility in the educational process. All adults will lead by example as positive role models. They will communicate this through interest and involvement in student learning by being positive, energetic, enthusiastic and having a sense of humor while providing an environment which is caring and nurturing. In this environment, students will be provided with their personal needs such as food, clothing, shelter, and basic health needs. All adults will be friendly, respectful, and empathetic. They will be good listeners and will provide positive reinforcement and treat all children equally. All adults will be excited and enthusiastic with a passion for life long learning. All adults will have high expectations and challenge all children, yet be realistic and flexible when necessary. All adults will be problem solvers and encourage children to also "think outside the box." All adults will inspire an educational environment that produces self-directed learners who are empowered to succeed in life.

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

Enter attitudes, behaviors, and choices of students living in an environment in which adults live by core convictions

will be enthusiastic about school and excited and interested in what they are learning. Students will be rested, ready, and prepared for school. Students will be clean and dressed appropriately. Their homework will be complete and correct. They will be responsible, cooperative, attentive, and highly engaged. Students will have respect for themselves and others. They will feel important and know what they say matters. Students will be problem solvers and be able to apply what they have learned to real life situations. Students will be confident and self-motivated. They will be polite and considerate, displaying good manners towards others and obeying all school rules. Students will achieve and maintain good grades and attendance. Students will have hopes and dreams for the future and will become active, productive citizens in their community and the global society.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who are reading at grade level: 100%
- % of students who are on grade level for math: 100%
- % of students who are writing at or above grade level: 100%
- % of students who are at or above grade level in all subject areas: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			84	84	80	86		88		90		100

5th Grade Students - % of students passing the ISTEP Science

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			77	77	75	79		81		83		100

All Students - % of students passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			80	80	76	82		84		86		100

All Students - % of students passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			88	88	84	89		90		92		100

All Students - % of students passing the Literary Response and Analysis portion of the ISTEP Test

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			79	79	76	81		83		85		100

Free/Reduced Students - % of students passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			68	68	63	70		75		77		100

Males - % of students passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			78	78	73	80		83		85		100

Special Education Students - % of students passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			50	50	34	52		54		56		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: Lack of time for teaching science.

Do the teachers have enough time to teach science because of the time constraints in the day? Do we give extra help/time in scienc? - 35% of 5th grade females don't think they are getting extra time on assignments. Are the textbooks too academic for the kids? Not enough "real life" science applications - 32% of community didn't know Students in K-5 don't know that we are teaching academic standards. _ 48% of our students in K-5.

Concern: No reading remediation after 1st grade.

Students need support/resource teacher beyond 1st grade. Students need extra time/help to be successful - 40% of parents disagree/don't know if their child is receiving extra help or extra time.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

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

Daily Oral Science

All teachers will use the Daily Oral Science program to explore and expose scientific principles at all grade levels.

Reading Remediation

An after school program in grades 3, 4 and 5 which will remediate these students in language arts. This strategy will take place periodically after school hours and be completed before ISTEP testing. This strategy will be supported by staff and parents.

Title One/Resource Room

This classroom will support reviewed learning and skill building activities for the first grade classroom - Title One/Resource Room. Students will be identified for this classroom by teacher recommendation. A teacher and the needed funding to run a successful transition room will support this classroom. The Title One/Resource classroom will take place during the regular school day and will be located in the first grade area.

Required Strategies

A. Parent Involvement: Back to School Celebration

We will hold a Back to School Celebration in conjunction with our Open House on Thursday, August 7, 2008 from 5 to 8 p.m. The information fair will take place in the B.E.S. gym with the purpose of informing parents of community organizations and services as well as providing opportunities for parent involvement and family support services. Teachers will be in their classrooms to meet their students and their families. Book rental and lunch money can be paid and a door prize will be given. Teachers will keep track of who does not attend and contact them within the first couple of weeks of school. This contact will reinforce a positive relationship between school and home.

B. Technology Coordination

We will continue to follow the policies, of our school district, that have been developed to expose our students to technology.
Tom McCool - tmccool@btownccs.k12.in.us

C. Safe and Disciplined Learning Environment: Reward/Incentive Program for Positive Behavior

This incentive program will encourage students in K-5 to exhibit good behavior. This is exemplified by students who earn one or less detentions in a nine-week period of time.

D. Attendance: Inform and reward our students' perfect attendance

It is the goal of Brownstown Elementary to achieve 100% attendance. To reach this goal we inform our students and parents in a variety of different ways. Our school secretary posts our daily attendance for all to see. This is posted on the "Attendance Board" outside our school's office. Our secretary also includes our weekly attendance rate in our weekly newsletters. We also award each student who has 100% attendance each 9 weeks with a free kids rental from Movie Gallery. Our principal obtains the rentals.

G1. Exceptional Learners - Gifted

We will continue to follow the policies, of our school district, that have been developed for our high ability students.

G2. Exceptional Learners - Special Education

We will continue to follow the policies, of our school district, that have been developed for our special education students.

H. Cultural Competency

We will continue to follow the policies developed by our school to close the achievement gap between our boys and girls and our free and reduced students and our regular pay students.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

Daily Oral Science

Professional Development Activity	Funding	Activity Purpose
<i>Expose teachers to GROW curriculum</i>	Source: PL 221 Funds Amount: \$500	Skill Building
Brief Description	Intended Participants	Activity Format
This program will enhance the Daily Oral Science program.	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>To enhance teachers knowledge of WonderLab Resources available to them</i>	Source: P.L.221 Funds Amount: \$100.	Information Skill Building
Brief Description	Intended Participants	Activity Format
	Teachers Counselors Administrators	Presentation/Workshop

Reading Remediation

Professional Development Activity	Funding	Activity Purpose
<i>Discuss the ISTEP results/compared to students attending the after school remediation program</i>	Source: PL 221 Funds Amount: \$172.	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
The teachers and staff will be informed of the remediation program that will take place after school for students in 3rd, 4th and 5th grade.	Teachers Counselors Administrators	Talk to

A. Parent Involvement: Back to School Celebration

No professional development is needed for this strategy.

B. Technology Coordination

Professional Development Activity	Funding	Activity Purpose
<i>Expose staff to the new student management program - Harmony</i>	Source: PL 221 Funds Amount: \$500.	Information
Brief Description	Intended Participants	Activity Format
Teachers and staff will be trained on Harmony Management Program. This program will allow teachers to make lesson plans and keep grades on their computer. Attendance and lunch count will also be sent to the office my computer. Parents will also be able to get information about their child's grades and other information from this program.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching

C. Safe and Disciplined Learning Environment: Reward/Incentive Program for Postitive Behavior

Professional Development Activity	Funding	Activity Purpose
<i>Providing information about Discipline Program with Staff</i>	Source: Amount: \$	Information Refinement
Brief Description	Intended Participants	Activity Format
This incentive program will encourage students in K-5 to exhibit good behavior. This is exemplified by students who earn one or less detentions in a nine-week period of time.	Teachers Counselors Administrators	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: Lack of time for teaching science.

Data Targets Influenced by This Concern:

- 5th Grade Students -- % of students passing the ISTEP Science
- All Students -- % of students passing ISTEP Math

Strategies to Impact This Concern:

- Daily Oral Science

Concern: No reading remediation after 1st grade.

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test

Strategies to Impact This Concern:

- Reading Remediation
- Title One/Resource Room

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test

Strategies to Impact This Concern:

- Reading Remediation
- A. Parent Involvement: Back to School Celebration

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 5th Grade Students -- % of students passing the ISTEP Science
- All Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- Reading Remediation
- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- Males -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Reward/Incentive Program for Positive Behavior

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- Special Education Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- D. Attendance: Inform and reward our students' perfect attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Special Education Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- H. Cultural Competency

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:	Copy is located in our school's office.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes, we give ISTEP in grades 3-5 and SSP in grades 1-5.	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.

Daily Oral Science

, **2008**: Student led Modeling of Hands-on-Science Process.

Person: Marsha Marshall

Activity: Sharing of Hands-on-Science Activities, so teachers will feel at ease with presenting science to the

✓ **Jan 11, 2008**: Survey the teachers

Person: Marsha Marshall

Activity: Collect baseline data

✓ **Jan 11, 2008**: Funding of GROW class pack editions to enhance DOS.

Person: Mr. McCool

Activity: Copies of Daily Oral Science books to all teachers.

Jan 11, 2008: Query Teachers for hands-on-science ideas.

Person: Marsha Marshall

Activity: Sharing of Hands-on-Science Activities, so teachers will feel at ease with presenting science to the

Jan 11, 2008: Inquire into funding for GROW class pack editions.

Person: Mr. McCool

Activity: We want to enhance the Daily Oral Science

Jan 23, 2008: WonderLab to Present science activities to teachers

Person: Marsha Marshall

Activity: To enhance teachers knowledge of WonderLab Resources available to them

✓ **Mar 14, 2008**: Ask for 1 class set of GROW 5th gr. edition.

Person: M. Marshall

Activity: Copies of Daily Oral Science books to all teachers.

✓ **Mar 14, 2008**: Ask for anyone to share a simple hands-on science activity.

Person: M. Marshall

Activity: Copies of Daily Oral Science books to all teachers.

Mar 17, 2008: Student led Modeling of Hands-on-Science Process.

Person: Marsha Marshall

Activity: Sharing of Hands-on-Science Activities, so teachers will feel at ease with presenting science to the

Mar 17, 2008: Meeting to discuss GROW class packs with 5th Grade Teachers.

Person: Marsha Marshall

Activity: We want to enhance the Daily Oral Science

Apr 8, 2008: Student led Modeling of Hands-on-Science Process.

Person: Marsha Marshall

Activity: Sharing of Hands-on-Science Activities, so teachers will feel at ease with presenting science to the

Apr 23, 2008: Student led Modeling of Hands-on-Science Process.

Person: Marsha Marshall

Activity: Sharing of Hands-on-Science Activities, so teachers will feel at ease with presenting science to the

Apr 23, 2008: Student led Modeling of Hands-on-Science Process.

Person: Marsha Marshall

Activity: Sharing of Hands-on-Science Activities, so teachers will feel at ease with presenting science to the

Sep 12, 2008: GROW Sales Representative to present material to teachers.

Person: Mr. McCool

Activity: Expose teachers to GROW curriculum

Nov 5, 2008: Survey Teachers

Person: Marsha Marshall

Activity: Collect first semester/trimester follow up data

Apr 8, 2009: Student led Modeling of Hands-on-Science Process.

Person: Marsha Marshall

Activity: Sharing of Hands-on-Science Activities, so teachers will feel at ease with presenting science to the

May 1, 2009: Student led Modeling of Hands-on-Science Process

Person: Marsha Marshall

Activity: Sharing of Hands-on-Science Activities, so teachers will feel at ease with presenting science to the

May 1, 2009: Student led Modeling of Hands-on-Science Process.

Person: Marsha Marshall

Activity: Sharing of Hands-on-Science Activities, so teachers will feel at ease with presenting science to the

May 14, 2009: Survey the teachers

Person: Marsha Marshall

Activity: Collect final semester/trimester follow up data

Parent Involvement

Mar 11, 2008: Choose information fair participants

Person: all committee members

Activity: Finalize plans

Mar 11, 2008: Finalize date and time

Person: all comm. members

Activity: Finalize plans

Apr 4, 2008: Prepare final list of participants

Person: Tina McClure

Activity: Finalize plans

Apr 4, 2008: Contact info. fair participants

Person: All comm. members

Activity: Make necessary contacts

Apr 4, 2008: Send sign up sheet around at teacher meeting

Person: Tina McClure

Activity: Secure volunteers

Apr 25, 2008: Write Save-the-date letter

Person: Sue Cobb

Activity: Develop materials

May 2, 2008: Run save-the-date letter on school newsletter

Person: Judy Zabel

Activity: Advertisement

May 9, 2008: Report info. on KIDS TV

Person: Kim Isaacs

Activity: Advertisement

May 9, 2008: Run save-the-date letter on school newsletter
Person: Judy Zabel
Activity: Advertisement

May 9, 2008: Schedule volunteers
Person: Tina McClure
Activity: Secure volunteers

May 9, 2008: Send volunteer schedule/info. to all volunteers
Person: Tina McClure
Activity: Secure volunteers

May 16, 2008: Report info. on KIDS TV
Person: Kim Isaacs
Activity: Advertisement

May 16, 2008: Run save-the-date letter on school newsletter
Person: Judy Zabel
Activity: Advertisement

May 16, 2008: Devise and type parent survey
Person: Tina McClure
Activity: Develop materials

May 16, 2008: Write ad for newspaper/radio
Person: Jessica Fritz
Activity: Develop materials

May 23, 2008: Report info. on KIDS TV
Person: Kim Isaacs
Activity: Advertisement

May 23, 2008: Run save-the-date letter on school newsletter
Person: Judy Zabel
Activity: Advertisement

Jul 1, 2008: Confirm/remind participants
Person: All comm. members
Activity: Make necessary contacts

Jul 1, 2008: Contact people for prizes
Person: Kim Booher
Activity: Make necessary contacts

Jul 21, 2008: Send reminders in the mail to all families
Person: Judy Zabel
Activity: Advertisement

Aug 6, 2008: Get tables set up
Person: Jim England
Activity: Prepare building for Back to School Celebration

Aug 6, 2008: Hang book rental/lunch money posters
Person: Tina McClure
Activity: Prepare building for Back to School Celebration

Aug 6, 2008: Hang class list posters
Person: All teachers
Activity: Prepare building for Back to School Celebration

Aug 7, 2008: Teachers compile list of parents who do NOT attend B.to S.C.

Person: all teachers

Activity: Teacher responsibilities for contacting parents

Aug 29, 2008: Teachers make contact (phone, meeting, or home visit) with those who do not attend

Person: all teachers

Activity: Teacher responsibilities for contacting parents

Aug 29, 2008: Teachers return documentation and comments about contacts made to Mrs. McClure

Person: all teachers

Activity: Teacher responsibilities for contacting parents

Sep 1, 2008: Write thank you notes to info. fair participants

Person: All comm. members

Activity: Follow up

Sep 1, 2008: Write thank you to prize donors

Person: All comm. members

Activity: Follow up

Oct 13, 2008: Teachers conduct oral survey at P/T conf. re: materials given to them during teacher contact

Person: Tina McClure/all teachers

Activity: Collect first semester/trimester follow up data

Oct 13, 2008: Teachers conduct oral survey at P/T conferences re: materials that were given to them during teacher contact

Person: all teachers

Activity: Teacher responsibilities for contacting parents

Feb 11, 2009: Send surveys to parents who did not attend P/T conf. re: materials that were given to them during teacher contact

Person: all teachers

Activity: Teacher responsibilities for contacting parents

Mar 10, 2009: Send survey to those who did not attend P/T conf.

Person: all teachers

Activity: Collect final semester/trimester follow up data

Reading Remediation

Jan 24, 2008: Discuss ISTEP scores and compare scores with students having 100% attendance in Remediation Program.

Person: Mrs. Hartley

Activity: Getting Remediation Program up and running

Apr 4, 2008: Share with staff the perks of working the after school program.

Person: Amy Hartley

Activity: Preparing the Staff at Brownstown Elementary

Apr 22, 2008: Planning Day/Call parents

Person: 3rd grade teachers

Activity: Discuss the ISTEP results/compared to students attending the after school remediation program

Apr 22, 2008: Planning date for 3rd Grade teachers to work on remediation program: phone calls to parents, lesson plans, ect.

Person: Mr. McCool

Activity: Getting Remediation Program up and running

Apr 22, 2008: Phone calls to parents

Person: 3rd grade teachers

Activity: Motivating students to participate in the after school ISTEP Remediation Program

- Apr 22, 2008:** Teachers will meet and get class list and lesson plans for remediation program-3rd grade.
Person: Todd Brown
Activity: Preparing the Staff at Brownstown Elementary
- Apr 23, 2008:** Planning Day/Call parents
Person: 4th grade teachers
Activity: Discuss the ISTEP results/compared to students attending the after school remediation program
- Apr 23, 2008:** Planning date for 4th Grade teachers to work on remediation program: phone calls to parents, lesson plans, ect.
Person: Mr. McCool
Activity: Getting Remediation Program up and running
- Apr 23, 2008:** Phone calls to parents
Person: 4th grade teachers
Activity: Motivating students to participate in the after school ISTEP Remediation Program
- Apr 23, 2008:** Teachers will meet and get class list and lesson plans for remediation program-4th grade.
Person: Todd Brown
Activity: Preparing the Staff at Brownstown Elementary
- Apr 24, 2008:** Planning Day/Call Parents
Person: 5th grade teachers
Activity: Discuss the ISTEP results/compared to students attending the after school remediation program
- Apr 24, 2008:** Planning date for 5th grade teachers to work on remediation program: phone calls to parents, lesson plans, ect.
Person: Mr. McCool
Activity: Getting Remediation Program up and running
- Apr 24, 2008:** Phone calls to parents
Person: 5th grade teachers
Activity: Motivating students to participate in the after school ISTEP Remediation Program
- Apr 24, 2008:** Teachers will meet and get class list and lesson plans for remediation program-5th grade.
Person: Todd Brown
Activity: Preparing the Staff at Brownstown Elementary
- May 12, 2008:** Give survey to 3rd, 4th and 5th grade teachers to find their satisfaction in the amount of time spent on reading remediation.
Person: Tiffany Bruce
Activity: Collect baseline data
- Jul 28, 2008:** A letter will be sent home to inform families of the program explaining the benefits of attending this program.
Person: Mrs. Bruce/Mr. McCool
Activity: Motivating students to participate in the after school ISTEP Remediation Program
- Aug 11, 2008:** Review program with entire staff.
Person: Tiffany Bruce
Activity: Discuss the ISTEP results/compared to students attending the after school remediation program
- Aug 12, 2008:** Attendance slips placed in each teacher's mailboxes
Person: Stephanie Brock
Activity: Getting Remediation Program up and running
- Aug 12, 2008:** Check to see which students will be attending the after school program.
Person: Tiffany Bruce
Activity: Getting Remediation Program up and running
- Aug 19, 2008:** Sessions that teachers will be teaching the after school remediation program.
Person: 3rd, 4th and 5th teachers assigned to the program.
Activity: Getting Remediation Program up and running

Aug 21, 2008: Sessions that teachers will be teaching the after school remediation program.

Person: 3rd, 4th and 5th teachers assigned to the program.

Activity: Getting Remediation Program up and running

Aug 26, 2008: Sessions that teachers will be teaching the after school remediation program.

Person: 3rd, 4th and 5th teachers assigned to the program.

Activity: Getting Remediation Program up and running

Sep 2, 2008: Sessions that teachers will be teaching the after school remediation program.

Person: 3rd, 4th and 5th teachers assigned to the program.

Activity: Getting Remediation Program up and running

Sep 4, 2008: Sessions that teachers will be teaching the after school remediation program.

Person: 3rd, 4th and 5th teachers

Activity: Getting Remediation Program up and running

Sep 9, 2008: Sessions that teachers will be teaching the after school remediation program.

Person: 3rd, 4th and 5th teachers

Activity: Getting Remediation Program up and running

Sep 11, 2008: Gather attendance sheets

Person: Tiffany Bruce

Activity: Getting Remediation Program up and running

Sep 11, 2008: Sessions that teachers will be teaching the after school remediation program.

Person: 3rd, 4th and 5th teachers

Activity: Getting Remediation Program up and running

Sep 12, 2008: Review entire program with entire staff during Professional Development Day.

Person: Tiffany Bruce

Activity: Discuss the ISTEP results/compared to students attending the after school remediation program

Oct 1, 2008: Give survey to 3rd, 4th and 5th grade teachers to find their satisfaction in the amount of time spent on reading remediation.

Person: Tiffany Bruce

Activity: Collect first semester data

Jan 24, 2009: Review Results of the 2008 test results

Person: Mr. Brown/Mrs. Hartley

Activity: Discuss the ISTEP results/compared to students attending the after school remediation program

May 11, 2009: Give survey to 3rd, 4th and 5th grade teachers to find their satisfaction in the amount of time spent on reading remediation.

Person: Tiffany Bruce

Activity: Collect second semester data

Safe and Disciplined Learning Environment

Mar 12, 2008: Share with staff the reward program for next year

Person: Rachel Fultz

Activity: Providing information about Discipline Program with Staff

Mar 17, 2008: Meeting with grade level teachers from committee

Person: Rachel Fultz

Activity: Discipline Policy

Apr 3, 2008: Meeting with Mr. McCool

Person: Rachel Fultz

Activity: Discipline Policy

May 1, 2008: Copy new discipline policy for parents
Person: Debbie Kowalik
Activity: Discipline Policy

May 1, 2008: Revise and update discipline policy
Person: Rachel Fultz
Activity: Discipline Policy

May 1, 2008: Informational sheet about reward program to parents
Person: Debbie Kowalik
Activity: Rewards and dates

May 1, 2008: Request PTO donation for rewards
Person: Mary Jane Steinkamp
Activity: Rewards and dates

May 1, 2008: Type updated reward page and hand out to teachers
Person: Rachel Fultz
Activity: Rewards and dates

May 1, 2008: Update reward data sheet
Person: Julie Isaacs
Activity: Rewards and dates

May 14, 2008: Share updated discipline policy with staff
Person: Rachel Fultz
Activity: Providing information about Discipline Program with Staff

May 16, 2008: Evaluate the %
Person: Rachel Fultz
Activity: Collect baseline data

Oct 10, 2008: Collect first nine weeks data
Person: Rachel Fultz
Activity: Collect data

Oct 17, 2008: Celebrate first nine weeks reward
Person: Grade level teachers
Activity: Collect data

Dec 19, 2008: Collect second nine weeks data
Person: Rachel Fultz
Activity: Collect data

Dec 19, 2008: Evaluate the %
Person: Rachel Fultz
Activity: Collect first semester/trimester follow up data

Jan 4, 2009: Celebrate second nine weeks reward
Person: Grade level teachers
Activity: Collect data

Mar 6, 2009: Collect third nine weeks data
Person: Rachel Fultz
Activity: Collect data

Mar 13, 2009: Celebrate third nine weeks reward
Person: Grade level teachers
Activity: Collect data

May 15, 2009: Collect fourth nine weeks data

Person: Rachel Fultz

Activity: Collect data

May 15, 2009: Evaluate the %

Person: Rachel Fultz

Activity: Collect final semester/trimester follow up data

May 18, 2009: Celebrate fourth nine weeks reward

Person: Grade level teachers

Activity: Collect data

Technology Coordination

Nov 30, 2007: Teachers and staff will have presentations from three different companies.

Person: Joseph Sheffer

Activity: Teachers and staff will be exposed to different companies having student management programs

Jan 17, 2008: Staff will pick one company

Person: Joseph Sheffer

Activity: Teachers and staff will be exposed to different companies having student management programs

Aug 4, 2008: Secretaries and Administration will be trained on doing attendance on the Harmony Program.

Person: Tom McCool

Activity: Expose staff to the new student management program - Harmony

Aug 5, 2008: Elementary teachers will be trained to use Harmony Program

Person: Tom McCool

Activity: Expose staff to the new student management program - Harmony

Aug 20, 2008: Allowing teachers to train teachers and telling teachers they will have one year to learn the new program.

Person: Tom McCool

Activity: Teachers feeling uncomfortable with new program.

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	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><u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p><u>New Steering Team Member</u> (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>	
Jan 31	<p>Session 5: <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 6: (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>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></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>