

School Improvement Plan - PL221 Version - 2008-2011

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Brush Creek Elementary School (3389)

Jennings County Schools

North Vernon, 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

Brush Creek 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
- Title I School Wide

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

- Cindy Beam - Teacher
- Debby Bright - Teacher
- Karen Field -
- Paige Hoffman - School Counselor
- Kara Holdsworth -
- Jeanie Koelmel - Administrator
- Paige Lohrum - Teacher
- Cheryl Miller - Parent/Guardian
- Brenda Strassell - Teacher
- Karen Wilcher - Community Representative (Business)

Strategy Chairs

- Cindy Beam
- Debby Bright
- Karen Field
- Paige Hoffman
- Jeanie Koelmel
- Paige Lohrum
- Paula Speer
- Brenda Strassell

Community Council

-
- Anita Biehle - Post Master-butlerville, Indiana
- John Bright - Self-employed
- Lori Brown - Business Owner
- Dr. Michael Bushong - Superintendent JCS
- Gladys Caudill - Local Trucking Business
- Patrick Harrigan - Pastor
- LTC Chris Kelsey - Military
- Jim McVey - Post Master/North Vernon
- Nick Megel - Police Officer
- Cheryl Miller - Homemaker/Appraisals
- Stacey Patterson - Middle School Teacher
- Mike Robinson - School Bus Driver
- Kristi Rowell - Director
- Karen Snyder - Retired Speech Pathologist
- Richard Wahlman - Recorder's Office
- Amy Webster - 4-H Extension Agent
- Karen Wilcher - Owner/ Local Day Care
- Wayne Williams - Retired Principal
- Jerry Young - Engineer

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

We believe all students deserve a safe, engaging and ordered learning environment. We believe all students deserve challenging and authentic instruction that respects student individuality and provides opportunity for success. We believe all students deserve to be surrounded by nurturing adults who provide guidance, educational direction, and encourage a positive self-image. We believe all students deserve to acknowledge and accept responsibility for their personal choices and outcomes. We believe all students deserve to be empowered to make constructive life choices and to become valued contributing members of tomorrow's workforce.

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

The adults involved in impacting children's lives are vested in quality education. These teachers, parents, and community members actively support the core convictions. Through modeling and participation these adults communicate to students the importance of educational achievement and lifelong learning. All teachers are knowledgeable regarding research based educational practices and are receptive to integrating these practices into daily classroom instruction. Teachers utilize the Indiana Academic Standards as a framework for instruction and supplement with enrichment and remediation materials as student needs dictate. Teachers incorporate the ten Design Qualities as defined by CLSR to create engaging and authentic lessons that encompass all learning modalities with an emphasis on critical thinking skills. Multiple assessment strategies are used to evaluate student achievement and student response to instruction. Specifically defined procedures and expectations contribute to student self-management and personal accountability. Vested adults actively support and reaffirm these guidelines. Parents are vital participants in their children's education. They provide parental support through a commitment to homework completion, daily attendance, and presence at school functions. Many actively participate through discussions involving school direction in a variety of settings. Specifically designed procedures and expectations contribute to student self-management and personal accountability. Parents and all school personnel support and reaffirm these guidelines. Strong parental interest and involvement provide an outreach to the extended school community. Community members are committed to school improvement and the maximizing of individual student potential and achievement. Local businesses and organizations provide stipends to sponsor after school enrichment activities and experiences. Community members contribute toward fundraising projects through donations of time, supplies, and money to facilitate additional educational opportunities for Brush Creek students. This school to community exchange provides incentives fostering academic success and work ethic.

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

In this environment students perceive a genuine interest and concern about their development as future citizens. Every student feels valued and appreciated for their effort and achievement. Students participate in highly engaging work in an atmosphere of energized activity. They engage in a variety of activities to showcase their talents and learning. Students demonstrate curriculum mastery not only through traditional testing, but in the creation of project displays, portfolios, performances, and oral presentations. All students have the opportunity to accept these challenges and demonstrate proficiency and creativity in meeting their educational goals. Students accept ownership for appropriate behavior and choices realizing that they are an intrinsic part of the Brush Creek family. As a result, students leaving Brush Creek are empowered with the self-confidence, drive, and ability to perform successfully in a real world setting.

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

- % of students who 3rd-6th Graders Passing ISTEP+: 100%%
- % of students who Kindergartners passing Rigby Benchmarks: 100%%
- % of students who 1st-2nd Graders passing Star Reading at level: 100%%
- % of students who Kindergartners passing IAS (Math): 100%%
- % of students who 1st & 2nd Graders passing IAS (Math): 100%%
- % of students who DIBELS Assessments K-4: 100%%
- % of students who 1st Grade passing Rigby Benchmark: 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	
80.0	83.2	81.5	83.2	83.0	80.4	82.5		83.5		85		85.0

3rd Grade - Measurement

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	
	90.	91.	78	91.5	82.8	85		87.5		90		92.

3rd Grade - Number Sense

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	
	93.	93.5	86	94.	85.7	87.5		90.0		92.5		94.5

3rd Grade - Reading Vocabulary

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	
	90.	91.	82	91.5	87	90		92.5		95		92.

3rd Grade - Writing Process

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	
	85.	86.	82	87.5	82	85		87.5		90		90.

3rd Grade Special Education Students - Measurement

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	
	0	25	75	35	59	62		64		66		45

3rd Grade Special Education Students - Vocabulary

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	
	40	45	66	47.5	55.4	57.5		60		62.5		50

4th Grade - Measurement

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	82.5	97	85.	73.5	75		78.5		80		88

4th Grade - Number Sense

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	82.5	97	85	70.5	86	52	80		85		86

4th Grade - Reading Vocabulary

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	
	81	82.5	89	85.	80.5	82.5		85		87.5		87

4th Grade - Writing Process

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	80	86	82.5	78.5	80		82.5		85		85.

4th Grade Special Education - Measurement

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	
	36	40	83	45	60.6	62.5		65		67.5		50

4th Grade Special Education - Vocabulary

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	
	18	25	75	35	73.77	74		74.5		75		45

5th Grade - Measurement

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	85	72	86	59	70		75		80		87

5th Grade - Number Sense

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	85	76	86	72	75		80		85		87

5th Grade - Reading Vocabulary

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	80	78	82.5	71.9	75		77.5		80		85

5th Grade - Writing Process

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	
	82	83	82	84	80.7	82.5		85		87.0		85

5th Grade Special Education Students - Measurement

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	
	25	35	33	40	56.7	60		62.5		65		45

5th Grade Special Education Students - Vocabulary

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	
	13	25	33	35	66.3	67		69		72		45

6th Grade - Career awareness

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%	90%		92%		94%		

6th Grade - Measurement

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	
	91	92	85	93	72.5	75		77.5		80		94

6th Grade - Number Sense

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	
	85	86	82	87	60.5	65		70		75		88

6th Grade - Reading Vocabulary

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	
	87.	88	76	89	67	75		77.5		80		90

6th Grade - Writing Process

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	82.5	69	85.	68.25	70		72.5		75		87

6th Grade Special Education - Measurement

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	
			54	60	57.5	60		62.5		65		75

6th Grade Special Education Students - Vocabulary

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	
	45	50	31	55	51.4	57.5		60		65		60

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: Measurement opportunities are lacking for students

application activities for students to utilize measurement skills are not apparent; community council expressed concerns regarding the area of measurement opportunities

Concern: Number Sense Application

Application activities for students to use their number sense skills are not apparent: this was a concern of the Community Council.

Concern: Writing Skills need enrichment

students' writing skills have decreased and need enhancement according to parent input and community council discussions

Concern: Student vocabulary has declined and is not up to the standards expected to be successful academically

BCE staff and community council expressed concern regarding lack of vocabulary skills due to socioeconomic constraints

Concern: Career Awareness

Community Council discussion and Parent interviews share concern of career awareness and career opportunities.

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

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

O. Extended Learning Activities

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

Strategies

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

Local Strategies

Improve Student Awareness of Career Opportunities

The Counselor at BCE will be the primary staff member to implement the career strategies. This will be done by creating an understanding and expectation beginning in kindergarten and ending with a sixth grade parent-student conferences relating to career opportunities. Sixth grade parents will be scheduled for evening sessions and provided a packet of secondary expectations; career opportunities; and 21st Century information. Career planning will begin with activities involving primary students understanding the necessity for life-long learning; intermediate students engaging in career inventories; and upper-grade students creating continuing education plans / ranging from twice yearly to quarterly lessons. Career inventories (kindergarten, 2nd, 5th, and 6th) will continue to be administered each year.

Measurement

Teachers, students, librarian, and principal will be involved in raising measurement awareness, relevance, importance of learning, and enrichment of academic success by increasing activities and experiences related to measurement including mini-lessons, computer math programs, school-wide estimation challenges, and summer enrichment packets. 2008-2009 will be a full implementation year for this strategy. The strategy will address classroom instruction.

Number Sense

Teachers, students, parents, librarian and principal will be involved in raising number sense awareness, relevance, and importance of learning and enrichment of academic success by increasing the number of activities and experiences relating to the mathematical world. This will be done by using consistent number sense vocabulary, computer math programs, and ensuring standard 1 of the Indiana Academic Standards are being covered at each grade level.

Vocabulary Development

Teachers, students, school librarian, and the principal will be involved in raising vocabulary awareness, importance, and use of learning expanded vocabulary by increasing activities and experiences related to language and communication through weekly activities including Word Masters.

Writing Process

Teachers, students, librarian, and principal will be involved in raising written communication awareness, relevance, and importance of learning and enrichment of academic success by increasing activities and experiences related to Indiana Academic Standards which includes the utilization of classroom journals, use of editing symbols, peer editing, and Daily Bite or Drops in the Bucket application exercises throughout each semester.

Required Strategies

A. Parent Involvement: Parent Awareness Activities

Parents will receive personal invitations to school activities that promote reading. These activities will allow parents to read with their child and learn to monitor their child's reading skills. Parent Universities are also held to assist parents in learning the ways in which teachers are providing instruction and ways that they can help the students at home. Fall and Spring conferences will be held to allow teachers and parents a chance to communicate about the student's progress. Weekly folders are sent home to keep parents up to date on school activities and classroom topics. The folders allow for continual communication between home and school about a child's progress.

B. Technology Coordination: Utilize technology as an instructional tool

The computer lab will be used each week by each classroom for a minimum of 30 - 45 minutes to work of remediation of skills identified by assessment, practice of skills currently being taught, and enrichment activities to broaden student learning.

C. Safe and Disciplined Learning Environment: Creating a risk free environment

Brush Creek teachers, staff, community, and students will take all necessary steps to assure the school is safe and free of conflict to allow students to learn to their maximum potential. Activities providing an understanding of safety, bullying, risk without adverse consequences, and peer relationships will be addressed throughout the school year. Classroom activities will be addressed monthly via the school counselor, classroom teachers, and outside activities.

D. Attendance: Continue to maintain high attendance rate and strive for improvements

Attendance will continue to improve over the next three years with a focus goal of 98.25%. Attendance will be assessed each nine weeks. Students with perfect attendance will be awarded incentives for quarterly achievements and yearly achievements.

G1. Exceptional Learners - Gifted: Academic Challenge and Enrichment Activities

Activities for identified gifted students in grades 3-6 will be offered throughout the school year as enrichment opportunities. Students will participate in after-school club activities and attend the Kings Island gifted and talented day.

G2. Exceptional Learners - Special Education: Special Service Inclusion Academic Success

Brush Creek special education staff and other members will explore and develop modification strategies to assure mastery of Indiana Academic Standards at each grade level. This will be done at the start of the school year as the special education staff and the classroom teacher review the identified students' IEPs.

H. Cultural Competency: Around the World

Throughout the school year students will participate in the following activities designed to expose them to other countries and their cultures: monthly special lunches highlighting foods from an identified country and learning facts about a country as each class prepares a display to share that knowledge with the rest of the school on International Day in April

I. Focused Instruction / Curriculum: Special education students showing achievement deficit in language arts

Special education staff will be involved in raising special services academic success, awareness, relevance, and importance by increasing activities and experiences related to Indiana Academic Standards. This will be accomplished by providing modifications and adaptations to student work in order that the student can participate to some capacity with the regular students. Students will be given the opportunity to give partial answers, alternate assignments, and modified projects that are directly in line with the standard being taught. Special service teachers will be responsible for altered instructional strategies and assignments

J. Instruction by Highly Qualified Teachers: HQT

Brush Creek Elementary as well as the Jennings County Schools currently require teacher verification of highly qualified status for certified staff. This form is provided by the State of Indiana and is used to provide expectations for new hires.

K. Attracting Highly Qualified Teachers: New Hires

Brush Creek and the Jennings County Schools have established high standards of hiring new employees. Brush Creek Elementary has created a nurturing and active environment for all students thus, making it attractive to those looking for teaching positions in the area. The community is a significant component of our school and offers a variety of opportunities to participate outside of the classroom. The community "talks up" Brush Creek Elementary whenever the situations arises. When hiring such expectations are shared and require commitment to continue with this tradition.

L. Early Childhood Assistance: Brush Creek Mini-School

BCE will offer a session in November and one in April for incoming kindergarten students to attend Mini-School to familiarize students and their parents with the school and school routine.

M. Assessment Results to Parents: Skills Based Assessments

Brush Creek Elementary assures all parents an opportunity to understand exact mastery of skills and areas of concerns. Parents are offered the Indiana Academic Standards each year; quarterly state standards of mastery skills; ISTEP reviews; and student class profiles

O. Extended Learning Activities: Extra-Curricular and Co-Curricular Activities

BCE prides itself in offering multiple opportunities for learning outside the classroom. Academic clubs, teams, and extra-activities are offered by teachers and staff to all students at different times throughout the school year and throughout the summer. Students are also selected to work in small groups with volunteers, assistants, the remediation assistant, and other teachers in order to expand their understanding of assigned standards. This will be accomplished by allowing students to attend the Scholar's Den during studyhall, independent time, and assigned activity time. After school activities are offered each quarter with the help of staff, volunteers and high school tutors.

Q. School-Parent Involvement Policy: Parent Expectations

Parent expectations are shared annually in the school handbook and during back to school night prior to the beginning of the school year. Parents are required to attend the annual conference to discuss student strengths and concerns of their child(ren). Expectations of parents assisting with homework and communicating with the school and classroom teachers are explained in the policy written by school staff and communicated at back to school night activities.

R. Parent Right-to-Know Letter: Parent Letter

Brush Creek will provide each parent with a Parent Right-to-Know letter at the annual meeting stating the qualifications of their child's teacher. The Right-to-Know letter explains that every parent will be kept informed of placement and decisions involving their child at school and that notification would be given if a highly qualified teacher was not in the classroom. Each parent is required by the state to sign and return this letter. The Title I teacher will keep track of who has and has not returned the form, and new letters will be mailed out until all letters have been signed and returned.

S. School-Parent Compact: Student / Parent Expectations and Rules

Parents are given student rules, expectations, and parent participation commitments at the beginning of school. It is required that each parent and student sign this contract which is created as a collaboration between teachers, parents, and students. It is revised each year prior to final distribution to parents.

T. Annual Parent Meeting: Back To School Annual Meeting

Brush Creek Title I program holds an annual back to school meeting in August for students in the program and their parents. We asked all students to attend with their parents so the necessary paperwork can be reviewed and signed.

U. Targeted Assistance: 5th Language Arts / Paid and Free-Reduced

Fifth grade free/reduced lunch students will receive remedial review of language arts standards each nine weeks. During remediation, students will be exposed to previous standards addressed in class. They will eventually be introduced to new ones as mastery takes place. Instruction will be provided with opportunity for questions and practice. At the end of each month the percent of Indiana Academic Standards addressed will be tabulated.

Professional Development

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

Improve Student Awareness of Career Opportunities

Professional Development Activity	Funding	Activity Purpose
<i>Internet Training</i>	Source: Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Aaron will provide instruction as to ways to search the net and to avoid firewall blocks	Counselors Other	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Measurement

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Collaboration</i>	Source: PL221 Amount: \$2975	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will meet to discuss the implementation activities for 2008-09 and to plan new activities for 2009-10.	Teachers	Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Harcourt Math Assistance</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Technology coordinators will address teacher concerns upon request.	Teachers Other	Other

Number Sense

Professional Development Activity	Funding	Activity Purpose
<i>Create mini-lessons for Math Standard 1: Number Sense</i>	Source: Teacher Travel Amount: \$510	Refinement
Brief Description	Intended Participants	Activity Format
Implementation activities for 2008-09 and planning for 2009-10	Teachers	Collaborative Problem Solving Other

Professional Development Activity	Funding	Activity Purpose
<i>Tech Training</i>	Source: PL221 Amount: \$2100.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Training will take place after school Reading Programs / Assessments / Math Standard Enrichment / Remediation	Teachers Counselors Administrators Other	Presentation/Workshop

Vocabulary Development

Professional Development Activity	Funding	Activity Purpose
<i>Acuity Training</i>	Source: PL221 Amount: \$2465.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Computer training will be given to teachers to familiarize them with the acuity testing program. They will learn how to assign remediation after testing is completed. They will also learn how to access reports.	Teachers Administrators	Presentation/Workshop Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>MacMillan/McGraw-Hill</i>	Source: Amount: \$00.00	
Brief Description	Intended Participants	Activity Format
Teachers will review computerized remediation and enrichment activities for the Indiana Academic Standards.	Teachers Administrators	Presentation/Workshop Networking/Site Visit

Writing Process

Professional Development Activity	Funding	Activity Purpose
<i>Writing Specialist</i>	Source: PL221 Amount: \$190.00	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Pam Lowe will provide editing workshops for students in grades 2-6 - 2 times yearly	Teachers	Reflective Writing Action Research

A. Parent Involvement: Parent Awareness Activities

Professional Development Activity	Funding	Activity Purpose
<i>teacher planning time for organizing parent university</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format

B. Technology Coordination: Utilize technology as an instructional tool

Professional Development Activity	Funding	Activity Purpose
<i>DIBELS/Acuity Testing</i>	Source: Title I Amount: \$2,500.00	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Training on teaching strategies / student assessment results / strategic planning for individual students	Teachers Administrators Other	Presentation/Workshop Peer Coaching Collaborative Problem Solving Networking/Site Visit Other

G1. Exceptional Learners - Gifted: Academic Challenge and Enrichment Activities

Professional Development Activity	Funding	Activity Purpose
<i>Teacher In-Service</i>	Source: Amount: \$00.00	
Brief Description	Intended Participants	Activity Format
Monthly in-services will be given related to PL-221 plans on the 4th Tuesday of each month from 3:30 - 4:30 p.m. At these meetings there will be discussion of activities offered for exceptional learners and progress made. There will also be time for brainstorming of new ideas to implement.	Teachers Counselors Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Professional Reading Collaborative Problem Solving Action Research Networking/Site Visit

G2. Exceptional Learners - Special Education: Special Service Inclusion Academic Success

Professional Development Activity	Funding	Activity Purpose
<i>Informational In-Service of Activities</i>	Source: Exceptional Learner-Central Level Funding Amount: \$1,000.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Paula Speer and Teresa Bray-Vaughn will gather up-to-date plans and information to service students identified as exceptional learners	Teachers Administrators	Presentation/Workshop Collaborative Problem Solving Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format

H. Cultural Competency: Around the World

Professional Development Activity	Funding	Activity Purpose
<i>resources</i>	Source: Amount: \$00.	
Brief Description	Intended Participants	Activity Format
Staff meeting will review plans and changes for Around the World activities during staff meetings	Teachers Administrators Other	Talk to Presentation/Workshop Collaborative Problem Solving

I. Focused Instruction / Curriculum: Special education students showing achievement deficit in language arts

Professional Development Activity	Funding	Activity Purpose
<i>Review and clarification of IAS</i>	Source: Amount: \$00.00	Information
Brief Description	Intended Participants	Activity Format
Principal will be responsible to bring all changes and updates to staff meetings relating to IAS.	Teachers Counselors Administrators	Talk to Presentation/Workshop

J. Instruction by Highly Qualified Teachers: HQT

Professional Development Activity	Funding	Activity Purpose
<i>Mentor program</i>	Source: Amount: \$00.00	
Brief Description	Intended Participants	Activity Format
Pam Lowe will share all updates on Mentor Program with staff at monthly meetings	Administrators	Presentation/Workshop Professional Reading

K. Attracting Highly Qualified Teachers: New Hires

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

L. Early Childhood Assistance: Brush Creek Mini-School

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration</i>	Source: Amount: \$00.00	Information
Brief Description	Intended Participants	Activity Format
collaboration to prepare parent survey will be completed during prep time or during after-school collaboration session on 4th Tuesday of the month.	Teachers Other	Talk to Study Group Networking/Site Visit

M. Assessment Results to Parents: Skills Based Assessments

Professional Development Activity	Funding	Activity Purpose
<i>Acuity Testing</i>	Source: Amount: \$00.00	
Brief Description	Intended Participants	Activity Format
Assessments will be made available in student portfolios. A two year tracking method will be put into place.	Administrators Community Members	Other

Professional Development Activity	Funding	Activity Purpose
<i>DIBELS</i>	Source: Amount: \$00.00	Information
Brief Description	Intended Participants	Activity Format
Results will be made available in student portfolios. A two eyar tracking method will be put into place.	Teachers Administrators Parents	Other

O. Extended Learning Activities: Extra-Curricular and Co-Curricular Activities

Professional Development Activity	Funding	Activity Purpose
<i>Training Sessions</i>	Source: Amount: \$00.00	
Brief Description	Intended Participants	Activity Format
All activities will be shared at staff meetings. Students and teachers volunteer time after hours to create extra-curricular opportunities	Teachers Parents	Other

Professional Development Activity	Funding	Activity Purpose
<i>staff collaboration</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format

Q. School-Parent Involvement Policy: Parent Expectations

Professional Development Activity	Funding	Activity Purpose
<i>Title Meetings</i>	Source: Amount: \$00.00	Information
Brief Description	Intended Participants	Activity Format
Title meetings are offered during school / after-school parent sessions are volunteer basis of teachers and staff	Teachers Administrators Parents	Presentation/Workshop

R. Parent Right-to-Know Letter: Parent Letter

Professional Development Activity	Funding	Activity Purpose
<i>Review Steps</i>	Source: General Fund Amount: \$100.00	Information
Brief Description	Intended Participants	Activity Format
Printing and processing of newsletters.	Teachers Other	Other

S. School-Parent Compact: Student / Parent Expectations and Rules

Professional Development Activity	Funding	Activity Purpose
<i>Review and revise compact</i>	Source: General Fund Amount: \$25.00	Information
Brief Description	Intended Participants	Activity Format
Compact and distribution of compact are created during school day and printed to be given to all parents.	Teachers Other	Talk to

T. Annual Parent Meeting: Back To School Annual Meeting

Professional Development Activity	Funding	Activity Purpose
<i>Title I staff meeting</i>	Source: Amount: \$00.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Meeting to inform staff of Title I services and programs will be held on April 11, 2009.	Teachers Parents	Talk to

U. Targeted Assistance: 5th Language Arts / Paid and Free-Reduced

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration Planning</i>	Source: Amount: \$00.00	Information
Brief Description	Intended Participants	Activity Format
Will design mini-lessons on the 4th Tuesday of the month	Teachers	Collaborative Problem Solving

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: Measurement opportunities are lacking for students

Data Targets Influenced by This Concern:

- 3rd Grade -- Measurement
- 3rd Grade Special Education Students -- Measurement
- 4th Grade -- Measurement
- 4th Grade Special Education -- Measurement
- 5th Grade -- Measurement
- 5th Grade Special Education Students -- Measurement
- 6th Grade -- Measurement
- 6th Grade Special Education -- Measurement

Strategies to Impact This Concern:

- Measurement

Concern: Number Sense Application

Data Targets Influenced by This Concern:

- 3rd Grade -- Number Sense
- 4th Grade -- Number Sense
- 5th Grade -- Number Sense
- 6th Grade -- Number Sense

Strategies to Impact This Concern:

- Number Sense

Concern: Writing Skills need enrichment

Data Targets Influenced by This Concern:

- 3rd Grade -- Writing Process
- 4th Grade -- Writing Process
- 5th Grade -- Writing Process
- 6th Grade -- Writing Process

Strategies to Impact This Concern:

- Writing Process

Concern: Student vocabulary has declined and is not up to the standards expected to be successful academically

Data Targets Influenced by This Concern:

- 3rd Grade -- Reading Vocabulary
- 3rd Grade Special Education Students -- Vocabulary
- 4th Grade -- Reading Vocabulary
- 4th Grade Special Education -- Vocabulary
- 5th Grade -- Reading Vocabulary
- 5th Grade Special Education Students -- Vocabulary
- 6th Grade -- Reading Vocabulary
- 6th Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- Vocabulary Development

Concern: Career Awareness

Data Targets Influenced by This Concern:

- 6th Grade -- Career awareness

Strategies to Impact This Concern:

- Improve Student Awareness of Career Opportunities

Required Areas of Concern

A. Parent Involvement (PL221, Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Reading Vocabulary
- 4th Grade -- Reading Vocabulary
- 5th Grade -- Reading Vocabulary
- 6th Grade -- Reading Vocabulary

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Awareness Activities

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- Measurement
- 3rd Grade -- Number Sense
- 3rd Grade -- Reading Vocabulary
- 3rd Grade -- Writing Process
- 3rd Grade Special Education Students -- Measurement
- 3rd Grade Special Education Students -- Vocabulary
- 4th Grade -- Measurement
- 4th Grade -- Number Sense
- 4th Grade -- Reading Vocabulary
- 4th Grade -- Writing Process
- 4th Grade Special Education -- Measurement

- 4th Grade Special Education -- Vocabulary
- 5th Grade -- Measurement
- 5th Grade -- Number Sense
- 5th Grade -- Reading Vocabulary
- 5th Grade -- Writing Process
- 5th Grade Special Education Students -- Measurement
- 5th Grade Special Education Students -- Vocabulary
- 6th Grade -- Measurement
- 6th Grade -- Number Sense
- 6th Grade -- Reading Vocabulary
- 6th Grade -- Writing Process
- 6th Grade Special Education -- Measurement
- 6th Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- B. Technology Coordination: Utilize technology as an instructional tool

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- Measurement
- 3rd Grade -- Number Sense
- 3rd Grade -- Reading Vocabulary
- 3rd Grade -- Writing Process
- 3rd Grade Special Education Students -- Measurement
- 3rd Grade Special Education Students -- Vocabulary
- 4th Grade -- Measurement
- 4th Grade -- Number Sense
- 4th Grade -- Writing Process
- 4th Grade Special Education -- Vocabulary
- 5th Grade -- Measurement
- 5th Grade -- Number Sense
- 5th Grade -- Reading Vocabulary
- 5th Grade -- Writing Process
- 5th Grade Special Education Students -- Measurement
- 5th Grade Special Education Students -- Vocabulary
- 6th Grade -- Measurement
- 6th Grade -- Number Sense
- 6th Grade -- Reading Vocabulary
- 6th Grade -- Writing Process
- 6th Grade Special Education -- Measurement
- 6th Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Creating a risk free environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- Measurement
- 3rd Grade -- Number Sense
- 3rd Grade -- Reading Vocabulary
- 3rd Grade -- Writing Process
- 3rd Grade Special Education Students -- Measurement

- 3rd Grade Special Education Students -- Vocabulary
- 4th Grade -- Measurement
- 4th Grade -- Number Sense
- 4th Grade -- Reading Vocabulary
- 4th Grade -- Writing Process
- 4th Grade Special Education -- Measurement
- 4th Grade Special Education -- Vocabulary
- 5th Grade -- Measurement
- 5th Grade -- Number Sense
- 5th Grade -- Reading Vocabulary
- 5th Grade -- Writing Process
- 5th Grade Special Education Students -- Measurement
- 5th Grade Special Education Students -- Vocabulary
- 6th Grade -- Measurement
- 6th Grade -- Number Sense
- 6th Grade -- Reading Vocabulary
- 6th Grade Special Education -- Measurement
- 6th Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- D. Attendance: Continue to maintain high attendance rate and strive for improvements

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- Measurement
- 3rd Grade -- Number Sense
- 3rd Grade -- Reading Vocabulary
- 3rd Grade -- Writing Process
- 4th Grade -- Measurement
- 4th Grade -- Number Sense
- 4th Grade -- Reading Vocabulary
- 4th Grade -- Writing Process
- 5th Grade -- Measurement
- 5th Grade -- Number Sense
- 5th Grade -- Reading Vocabulary
- 5th Grade -- Writing Process
- 6th Grade -- Measurement
- 6th Grade -- Number Sense
- 6th Grade -- Reading Vocabulary
- 6th Grade -- Writing Process

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: Academic Challenge and Enrichment Activities

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade Special Education Students -- Measurement
- 3rd Grade Special Education Students -- Vocabulary
- 4th Grade Special Education -- Measurement
- 4th Grade Special Education -- Vocabulary
- 5th Grade Special Education Students -- Measurement
- 5th Grade Special Education Students -- Vocabulary

- 6th Grade Special Education -- Measurement
- 6th Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Special Service Inclusion Academic Success

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade -- Writing Process
- 4th Grade -- Writing Process
- 5th Grade -- Writing Process
- 6th Grade -- Writing Process

Strategies to Impact This Concern:

- H. Cultural Competency: Around the World

I. Focused Instruction / Curriculum (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade Special Education Students -- Measurement
- 3rd Grade Special Education Students -- Vocabulary
- 4th Grade Special Education -- Measurement
- 4th Grade Special Education -- Vocabulary
- 5th Grade Special Education Students -- Measurement
- 5th Grade Special Education Students -- Vocabulary
- 6th Grade Special Education -- Measurement
- 6th Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Special education students showing achievement deficit in language arts

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Measurement
- 3rd Grade -- Number Sense
- 3rd Grade -- Reading Vocabulary
- 3rd Grade -- Writing Process
- 3rd Grade Special Education Students -- Measurement
- 3rd Grade Special Education Students -- Vocabulary
- 4th Grade -- Measurement
- 4th Grade -- Number Sense
- 4th Grade -- Reading Vocabulary
- 4th Grade -- Writing Process
- 4th Grade Special Education -- Measurement
- 4th Grade Special Education -- Vocabulary
- 5th Grade -- Measurement
- 5th Grade -- Number Sense
- 5th Grade -- Reading Vocabulary
- 5th Grade -- Writing Process
- 5th Grade Special Education Students -- Measurement
- 5th Grade Special Education Students -- Vocabulary

- 6th Grade -- Measurement
- 6th Grade -- Number Sense
- 6th Grade -- Reading Vocabulary
- 6th Grade -- Writing Process
- 6th Grade Special Education -- Measurement
- 6th Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers: HQT

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Measurement
- 3rd Grade -- Number Sense
- 3rd Grade -- Reading Vocabulary
- 3rd Grade -- Writing Process
- 3rd Grade Special Education Students -- Measurement
- 3rd Grade Special Education Students -- Vocabulary
- 4th Grade -- Measurement
- 4th Grade -- Number Sense
- 4th Grade -- Reading Vocabulary
- 4th Grade -- Writing Process
- 4th Grade Special Education -- Measurement
- 4th Grade Special Education -- Vocabulary
- 5th Grade -- Measurement
- 5th Grade -- Number Sense
- 5th Grade -- Reading Vocabulary
- 5th Grade -- Writing Process
- 5th Grade Special Education Students -- Measurement
- 5th Grade Special Education Students -- Vocabulary
- 6th Grade -- Measurement
- 6th Grade -- Number Sense
- 6th Grade -- Reading Vocabulary
- 6th Grade -- Writing Process
- 6th Grade Special Education -- Measurement
- 6th Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers: New Hires

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- L. Early Childhood Assistance: Brush Creek Mini-School

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Measurement
- 3rd Grade -- Number Sense
- 3rd Grade -- Reading Vocabulary
- 3rd Grade -- Writing Process
- 3rd Grade Special Education Students -- Measurement
- 3rd Grade Special Education Students -- Vocabulary
- 4th Grade -- Measurement
- 4th Grade -- Number Sense
- 4th Grade -- Reading Vocabulary
- 4th Grade -- Writing Process
- 4th Grade Special Education -- Measurement
- 4th Grade Special Education -- Vocabulary
- 5th Grade -- Measurement
- 5th Grade -- Number Sense
- 5th Grade -- Reading Vocabulary
- 5th Grade -- Writing Process
- 5th Grade Special Education Students -- Measurement
- 5th Grade Special Education Students -- Vocabulary
- 6th Grade -- Measurement
- 6th Grade -- Number Sense
- 6th Grade -- Reading Vocabulary
- 6th Grade -- Writing Process
- 6th Grade Special Education -- Measurement
- 6th Grade Special Education Students -- Vocabulary

Strategies to Impact This Concern:

- M. Assessment Results to Parents: Skills Based Assessments

O. Extended Learning Activities (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Measurement
- 3rd Grade -- Number Sense
- 3rd Grade -- Reading Vocabulary
- 3rd Grade -- Writing Process
- 4th Grade -- Measurement
- 4th Grade -- Number Sense
- 4th Grade -- Reading Vocabulary
- 4th Grade -- Writing Process
- 5th Grade -- Measurement
- 5th Grade -- Number Sense
- 5th Grade -- Reading Vocabulary
- 5th Grade -- Writing Process
- 6th Grade -- Measurement
- 6th Grade -- Number Sense
- 6th Grade -- Reading Vocabulary
- 6th Grade -- Writing Process

Strategies to Impact This Concern:

- O. Extended Learning Activities: Extra-Curricular and Co-Curricular Activities

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Reading Vocabulary
- 4th Grade -- Reading Vocabulary
- 5th Grade -- Reading Vocabulary
- 6th Grade -- Reading Vocabulary

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy: Parent Expectations

R. Parent Right-to-Know Letter (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Reading Vocabulary
- 4th Grade -- Reading Vocabulary
- 5th Grade -- Reading Vocabulary
- 6th Grade -- Reading Vocabulary

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter: Parent Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Reading Vocabulary
- 4th Grade -- Reading Vocabulary
- 5th Grade -- Reading Vocabulary
- 6th Grade -- Reading Vocabulary

Strategies to Impact This Concern:

- S. School-Parent Compact: Student / Parent Expectations and Rules

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Reading Vocabulary
- 4th Grade -- Reading Vocabulary
- 5th Grade -- Reading Vocabulary
- 6th Grade -- Reading Vocabulary

Strategies to Impact This Concern:

- T. Annual Parent Meeting: Back To School Annual Meeting

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade -- Reading Vocabulary
- 4th Grade -- Reading Vocabulary
- 5th Grade -- Reading Vocabulary
- 6th Grade -- Reading Vocabulary

Strategies to Impact This Concern:

- U. Targeted Assistance: 5th Language Arts / Paid and Free-Reduced

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:	Every Classroom/Office/Central Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	K,1 & 2: Dibels/Rigby 3-6: ISTEP / Dibels	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	N/A	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:		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.

Annual Parent Meeting

Aug 11, 2008: Information about the Title meeting will be place in the school wide newsletter along with all classroom newsletters

Person: classroom teachers and office staff

Activity: Preparation for Annual Meeting

Aug 11, 2008: Title I teacher will prepare a powerpoint presentation explaining the rules and expectations of the Title I program

Person: Paige Lohrum

Activity: Preparation for Annual Meeting

Aug 12, 2008: Title I teacher will make flyers containing information about the Title I program to hand out at the annual meeting

Person: Paige Lohrum

Activity: Preparation for Annual Meeting

Aug 12, 2008: Title I teacher will attend a Title I staff meeting to discuss the information to be presented at the annual parent meeting

Person: Paige Lohrum

Activity: Title I staff meeting

Aug 15, 2008: Drinks will be provided for families

Person: Paige Lohrum

Activity: Refreshments

Aug 15, 2008: Each Title I student will receive a book

Person: Paige Lohrum

Activity: Refreshments

Aug 15, 2008: Snacks will be provided for families

Person: Paige Lohrum

Activity: Refreshments

Aug 20, 2008: check attendance sheet to see how many families were in attendance

Person: Paige Lohrum

Activity: attendance

Aug 20, 2008: Keep a tally of the compacts and parent right to know letters to see how many returned and signed

Person: Paige Lohrum

Activity: attendance

Assessment Results to Parents

Feb 13, 2008: Teachers will explain skills based assessments parents of students at-risk during Winter Conferences

Person: Classroom Teachers

Activity: Parent Student Teacher Conferences

Aug 11, 2008: Teachers will receive initial informative training on Acuity Testing (computerized quarterly assessments)

Person: Laurie Shepherd, Karen Field, Jeanie Koelmel

Activity: Acuity Testing

Aug 11, 2008: K-2 teachers will receive training on redefining on the DIBELS program

Person: Kara Holdsworth

Activity: DIBELS

Aug 11, 2008: Parents will receive triannual reports from DIBELS assessments for grades K-2

Person: Paige Lohrum

Activity: DIBELS

Sep 15, 2008: Each grade level will receive Indiana Academic Standards booklets provided by the state

Person: Classroom Teachers

Activity: Grade Level Indiana Academic Standards

Oct 15, 2008: Parents will receive quarterly Acuity assessment reports for grades 3-6

Person: Classroom Teachers

Activity: Acuity

Oct 15, 2008: Teachers will receive application training on the Acuity assessments

Person: Laurie Shepherd, Karen Field, Jeanie Koelmel

Activity: Acuity Testing

Oct 15, 2008: Teachers will explain skills based assessments to parents at Fall Conferences

Person: Classroom Teachers

Activity: Parent Student Teacher Conferences

Oct 15, 2008: Parents will be given quarterly skills reports generated by STI

Person: Classroom Teacher

Activity: STI Skills Reports

Oct 15, 2008: Teachers will receive training by Mr. Milligan on class profiles on STI

Person: Ron Milligan

Activity: STI Training for Class Profiles

Oct 15, 2008: Parents will receive a quarterly class profile of student's achievement in comparison to their classmates

Person: Classroom teachers

Activity: Student Class Profiles

Jan 5, 2009: Parents will receive reports of ISTEP results from the state along with student's ISTEP response book.

Person: Classroom teacher

Activity: ISTEP Reviews

Attracting Highly Qualified Teachers

Aug 1, 2008: post job openings and their expectations on the Jennings County Schools website

Person: Jeanie Koelmel

Activity: Post job openings and expectations

Cultural Competency

Sep , 2008: dates will be recorded on the monthly calendar

Person: principal

Activity: cultural calendar

Sep , 2008: the school lunch personal will prepare cultural meals throughout the year

Person: Vivian Jines

Activity: cultural meals

Feb , 2009: each class will select a country to study

Person: Students

Activity: classroom cultural unit

Feb , 2009: a list of web sites, books, personal souvenirs, and other available travel items will be provided to assist with gathering information for selected country

Person: all staff

Activity: resources

Apr , 2009: each student will research a famous person to learn more about

Person: Student/teacher

Activity: 3rd grade Wax Museum

Apr , 2009: by using different resources students will learn facts about their chosen country such as customs, foods, life styles and traditions

Person: Students

Activity: classroom cultural unit

Apr , 2009: each class will allow other classes to come to their room to visit their simulated country

Person: Classroom Teacher/Student

Activity: classroom cultural unit

Apr , 2009: information will be displayed in each room using different media such as posters, reports, diagrams, maps etc.

Person: Students

Activity: classroom cultural unit

May , 2009: In May students will dress and assume the role of their person at a Wax Museum open to the public & all classrooms

Person: student

Activity: 3rd grade Wax Museum

May , 2009: students will write a report along with developing a visual display of their person

Person: student

Activity: 3rd grade Wax Museum

May , 2009: Each 6th grade student writes a research paper on a country of their choice

Person: students/teacher

Activity: 6th grade research paper

May , 2009: record the activities upon completion

Person: principal

Activity: Collect final semester/trimester follow up data

Early Childhood Assistance

Aug , 2008: Prepare parent survey

Person: Paige Lohrum

Activity: Collaboration

Aug , 2008: Preparing activities for the mini-school between Title 1 and the Kindergarten teachers

Person: Paige Lohrum

Activity: Collaboration

Sep , 2008: Post Brush Creek mini-school dates on school website

Person: Paige Lohrum

Activity: Mini-School

Sep , 2008: Post dates of Brush Creek Mini-School dates at the local daycares

Person: Paige Lohrum

Activity: Mini-School

Sep , 2008: Put a notice in the local paper stating the dates of the Brush Creek Mini-School

Person: Paige Lohrum

Activity: Mini-School

Sep 15, 2008: Knowledge of what the mini-school is and when it will take place will be sent out in newsletter, newspaper article, and day care posting

Person: Alice Starkey/Paige Lohrum

Activity: Communication

Oct 15, 2008: Information about the Mini-school sent home with Brush Creek Students

Person: office

Activity: Mini-School

Nov , 2008: Record the number of positive responses on the parent survey and figure the %

Person: Paige Lohrum

Activity: Collect first semester/trimester follow up data

Mar , 2009: Information about the Mini-School sent home with Brush Creek Students

Person: office

Activity: Mini-School

Apr , 2009: Record the number of positive responses on the parent surveys and figure the %

Person: Paige Lohrum

Activity: Collect final semester/trimester follow up data

Exceptional Learners - Gifted

Sep 10, 2008: schedule and provide teachers with needed information regarding the ACE program requirements

Person: Pam Lowe

Activity: Teacher In-Service

Sep 10, 2008: provide classroom teachers with schedules for identified students and information needed to provide them with additional help in classroom

Person: Pam Lowe

Activity: Teacher Information

Sep 15, 2008: identify the students who will qualify for the ACE program

Person: Pam Lowe

Activity: Identify ACE Students

Sep 30, 2008: send out appropriate letters to teachers and parents notifying them of the selected students for the ACE program

Person: Pam Lowe

Activity: Identify ACE Students

Oct 15, 2008: schedule and provide additional enrichment opportunities and educational experiences for identified students

Person: Pam Lowe

Activity: Additional Enrichment Activities

Dec 3, 2008: schedule and provide additional enrichment opportunities and educational experiences for identified students

Person: Pam Lowe

Activity: Additional Enrichment Activities

Dec 10, 2008: meet with identified students for a one-hour program periodically during the first semester to work on higher level thinking skills and projects that apply them

Person: Pam Lowe

Activity: Student Activities

Feb 11, 2009: schedule and provide additional enrichment opportunities and educational experiences for identified students

Person: Pam Lowe

Activity: Additional Enrichment Activities

Feb 15, 2009: meet with ACE students to discuss and plan for the trip to King's Island

Person: Pam Lowe

Activity: King's Island G/T Trip

Mar 10, 2009: meet with identified students for a one-hour program periodically during the final semester to work on higher level thinking skills and projects that apply them

Person: Pam Lowe

Activity: Student Activities

Mar 15, 2009: document the activities in which ACE students participated throughout the year

Person: Pam Lowe

Activity: Document Activities

May 5, 2009: chaperone the ACE group to King's Island in order to complete the planned activities for the day

Person: Pam Lowe

Activity: King's Island G/T Trip

Exceptional Learners - Special Education

Aug 1, 2008: Scheduled Research Sessions

Person: Koelmel

Activity: Resource / Time Restrictions

Aug 15, 2008: Procedure / Dates Shared

Person: Koelmel

Activity: Informational In-Service of Activities

Aug 15, 2008: Resource Site List

Person: Coons

Activity: Resource / Time Restrictions

Dec 1, 2008: Collaboration of strategies

Person: All Staff

Activity: Collaboration

Dec 1, 2008: Accumulate strategies

Person: Speer/Bray-Vaughn

Activity: Modified Strategies

Dec 1, 2008: File strategies per grade level

Person: Grade level teachers

Activity: Modified Strategies

Jan 5, 2009: Collaboration of strategies

Person: All Staff

Activity: Collaboration

Jan 5, 2009: Accumulate strategies

Person: Speer/Bray-Vaughn

Activity: Modified Strategies

Jan 5, 2009: File strategies per grade level

Person: Grade level teachers

Activity: Modified Strategies

Feb 2, 2009: Collaboration of strategies

Person: All Staff

Activity: Collaboration

Feb 2, 2009: Accumulate strategies

Person: Speer/Bray-Vaughn

Activity: Modified Strategies

Feb 2, 2009: File strategies per grade level

Person: Grade level teachers

Activity: Modified Strategies

Mar 2, 2009: Collaboration of strategies

Person: All staff

Activity: Collaboration

Mar 2, 2009: Accumulate strategies

Person: Speer/Bray-Vaughn

Activity: Modified Strategies

Mar 2, 2009: File strategies per grade level

Person: Grade level teachers

Activity: Modified Strategies

Apr 6, 2009: Collaboration of strategies

Person: All staff

Activity: Collaboration

Apr 6, 2009: Accumulate strategies

Person: Speer/Bray-Vaughn

Activity: Modified Strategies

Apr 6, 2009: File strategies per grade level

Person: Grade level teachers

Activity: Modified Strategies

May 4, 2009: Collaboration of strategies

Person: All staff

Activity: Collaboration

May 4, 2009: Accumulate strategies

Person: Speer/Bray-Vaughn

Activity: Modified Strategies

May 4, 2009: File strategies per grade level

Person: Grade level teachers

Activity: Modified Strategies

Jun 1, 2009: Collaboration of strategies

Person: All staff

Activity: Collaboration

Jun 1, 2009: Accumulate strategies

Person: Speer/Bray-Vaughn

Activity: Modified Strategies

Jun 1, 2009: File strategies per grade level

Person: Grade level teachers

Activity: Modified Strategies

Extended Learning Activities

Mar 10, 2008: compile the list of activities offered including the list of staff involved and the number of students who participated for the final semester

Person: Jeanie Koelmel, Coordinating Teachers, Office Staff

Activity: Collect final semester/trimester follow up data

Sep 1, 2008: coordinate schedules of activities so that as many extended learning activities can occur as needed without conflicting with each other

Person: Jeanie Koelmel

Activity: Schedule Coordination

Dec 10, 2008: compile the list of activities offered including the list of staff involved and the number of students who participated for first semester

Person: Jeanie Koelmel, Coordinating Teachers, Office Staff

Activity: Collect first semester/trimester follow up data

Dec 10, 2008: compile a list of extended learning activities for first semester

Person: Jeanie Koelmel

Activity: Extended Learning Opportunities

Dec 10, 2008: offer and implement necessary training to encourage participation in selected extended learning activities for first semester

Person: Brush Creek Staff

Activity: Training Sessions

Mar 10, 2009: compile a list of extended learning activities for final semester

Person: Jeanie Koelmel

Activity: Extended Learning Opportunities

Mar 10, 2009: offer and implement necessary training to encourage participation in selected extended learning activities for final semester

Person: Brush Creek Staff

Activity: Training Sessions

Mar 15, 2009: compile a list of activities provided to the office stating the subject matter covered in the activity

Person: staff

Activity: Categorize extended learning activities according to subject matter

Mar 15, 2009: evaluate the extended learning opportunities to see if enough activities are offered for each elementary subject area

Person: principal and staff

Activity: Categorize extended learning activities according to subject matter

Mar 15, 2009: record the number of staff members involved with the extended learning activities for each semester

Person: Jeanie Koelmel

Activity: Extended Learning Opportunities

Mar 15, 2009: collaborate to evaluate the extended learning offerings in each subject area

Person: staff

Activity: staff collaboration

Focused Instruction / Curriculum

Sep 1, 2008: explain the updated format for recording the accommodations that are to be utilized

Person: Jennifer Marks

Activity: Update user-friendly documentation form

Sep 15, 2008: Collect and submit baseline data

Person: Special Services INSAI team

Activity: Collect baseline data

Sep 30, 2008: Provide clarifications to the IAS to Special Education Staff

Person: Jeanie Koelmel

Activity: Review and clarification of IAS

- Sep 30, 2008:** STI training
Person: Charla Speer
Activity: Review and clarification of IAS
- Sep 30, 2008:** Special Services INSAI team will meet monthly to compile and review data
Person: Special Services INSAI team
Activity: Review nine-week statistics for areas of concern / strengths
- Oct 15, 2008:** Collate ISTEP data and other assessment data (Brigance Inventory of Basic Skills, Dibels) to identify specific areas that need remediation and list on a master chart
Person: Special education INSAI team
Activity: Analyze students' areas of weakness to identify needs for accomodation
- Oct 15, 2008:** compile a report to list specific areas and state standards that will require remediation with accomodations.
Person: Special education staff
Activity: Analyze students' areas of weakness to identify needs for accomodation
- Oct 15, 2008:** Document the classroom accomodations, adaptations, and modifications implemented during each grading period
Person: Special education staff
Activity: Collect data regarding accomodations for special education students
- Oct 15, 2008:** Gather assignments completed and grades on assignments using STI system.
Person: Paula Speer, Charla Speer
Activity: Collection of assignments given each nine weeks VS number of assignments successfully completed with
- Oct 15, 2008:** Communicate with regular teachers following each nine weeks to show improvement or areas of concern
Person: Special Services staff
Activity: Explain to staff the importance of sharing assignments and grade information
- Oct 30, 2008:** Special Services INSAI team will meet monthly to compile and review data
Person: Special Services INSAI team
Activity: Review nine-week statistics for areas of concern / strengths
- Nov 30, 2008:** Special Services INSAI team will meet monthly to compile and review data
Person: Special Services INSAI team
Activity: Review nine-week statistics for areas of concern / strengths
- Dec 17, 2008:** Document the classroom accomodations, adaptations, and modifications implemented during each grading period
Person: Special education staff
Activity: Collect data regarding accomodations for special education students
- Dec 17, 2008:** Gather assignments completed and grades on assignments using STI system.
Person: Paula Speer, Charla Speer
Activity: Collection of assignments given each nine weeks VS number of assignments successfully completed with
- Dec 17, 2008:** Communicate with regular teachers following each nine weeks to show improvement or areas of concern
Person: Special Services staff
Activity: Explain to staff the importance of sharing assignments and grade information
- Dec 30, 2008:** Special Services INSAI team will meet monthly to compile and review data
Person: Special Services INSAI team
Activity: Review nine-week statistics for areas of concern / strengths
- Jan 15, 2009:** Collect and submit first semester data
Person: Special Services INSAI team
Activity: Collect first semester/trimester follow up data
- Jan 30, 2009:** Special Services INSAI team will meet monthly to compile and review data
Person: Special Services INSAI team
Activity: Review nine-week statistics for areas of concern / strengths

- Mar 2, 2009:** Special Services INSAI team will meet monthly to compile and review data
Person: Special Services INSAI team
Activity: Review nine-week statistics for areas of concern / strengths
- Mar 4, 2009:** Document the classroom accommodations, adaptations, and modifications implemented during each grading period
Person: Special education staff
Activity: Collect data regarding accommodations for special education students
- Mar 4, 2009:** Gather assignments completed and grades on assignments using STI system.
Person: Paula Speer, Charla Speer
Activity: Collection of assignments given each nine weeks VS number of assignments successfully completed with
- Mar 4, 2009:** Communicate with regular teachers following each nine weeks to show improvement or areas of concern
Person: Special Services staff
Activity: Explain to staff the importance of sharing assignments and grade information
- Mar 15, 2009:** Collect final semester follow up data
Person: Special Services INSAI team
Activity: Collect final semester/trimester follow up data
- Apr 2, 2009:** Special Services INSAI team will meet monthly to compile and review data
Person: Special Services INSAI team
Activity: Review nine-week statistics for areas of concern / strengths
- May 13, 2009:** Document the classroom accommodations, adaptations, and modifications implemented during each grading period
Person: Special education staff
Activity: Collect data regarding accommodations for special education students
- May 13, 2009:** Gather assignments completed and grades on assignments using STI system.
Person: Paula Speer, Charla Speer
Activity: Collection of assignments given each nine weeks VS number of assignments successfully completed with
- May 13, 2009:** Communicate with regular teachers following each nine weeks to show improvement or areas of concern
Person: Special Services staff
Activity: Explain to staff the importance of sharing assignments and grade information
- May 15, 2009:** Attend inclusion training, if available
Person: Special Services staff
Activity: Review and clarification of IAS

Improve Student Awareness of Career Opportunities

- Jan , 2005:** Personality Interest
Person: Paige
Activity: Collect first semester data from surveys
- , 2008:** Career Lessons
Person: Paige Hoffman
Activity: Student Career Exploration
- Aug 2, 2008:** Attend corporation training sessions
Person: Paige Hoffman
Activity: Internet Training
- Aug 8, 2008:** Request internet block removal to allow access to websites
Person: Aaron Kovacich
Activity: Internet Training

Aug 20, 2008: Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Sep 1, 2008: Personality Interest
Person: Paige Hoffman
Activity: Collect baseline data from student surveys

Sep 1, 2008: Newsletter to parents
Person: Paige Hoffman
Activity: Marketing Strategies

Sep 1, 2008: Resource Site Training
Person: Paula Beville
Activity: Marketing Strategies

Sep 15, 2008: Provide Teachers with Updated Instructions
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Sep 20, 2008: Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Oct 1, 2008: Career Interest
Person: Paige Hoffman
Activity: Collect baseline data from student surveys

Oct 1, 2008: Essay Choices
Person: Paige Hoffman
Activity: Collect baseline data from student surveys

Oct 1, 2008: Career Interest Inventory
Person: 2nd Grade Teachers / Counselor
Activity: Student Career Exploration

Oct 15, 2008: Career Explore
Person: 5th Grade Teachers / Paige Hoffman
Activity: Student Career Exploration

Oct 15, 2008: On-Line 'Drive of Your Life' Career Assessment
Person: Paige Hoffman
Activity: Student Career Exploration

Oct 20, 2008: Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Oct 30, 2008: Careers On Wheels
Person: 4th Grade Teachers
Activity: Student Career Exploration

Nov 2, 2008: Newsletter to parents
Person: Paige Hoffman
Activity: Marketing Strategies

Nov 16, 2008: Provide Teachers with Updated Instructions
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Nov 20, 2008: Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Dec 1, 2008: Essay Choices
Person: Paige Hoffman
Activity: Collect first semester data from surveys

Dec 20, 2008: Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Jan 3, 2009: Newsletter to parents
Person: Paige Hoffman
Activity: Marketing Strategies

Jan 18, 2009: Provide Teachers with Updated Instructions
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Jan 20, 2009: Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Jan 20, 2009: Holland (Career / Personality)
Person: 5th Grade Teachers / Paige Hoffman
Activity: Student Career Exploration

Jan 25, 2009: Money Bus
Person: 4th-6th Grade Teachers / Paige Hoffman
Activity: Student Career Exploration

Feb 15, 2009: Learning Style Assessment
Person: Paige Hoffman
Activity: Student Career Exploration

Feb 20, 2009: Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

Feb 28, 2009: Etiquette Life-Experience and Essay
Person: 4th-6th Teachers / Paige Hoffman
Activity: Student Career Exploration

Mar 1, 2009: Career Choice
Person: Paige Hoffman
Activity: Collect final semester data from survey

Mar 1, 2009: Essay Plans
Person: Paige Hoffman
Activity: Collect final semester data from survey

Mar 7, 2009: Newsletter to parents
Person: Paige Hoffman
Activity: Marketing Strategies

Mar 20, 2009: Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information

- Mar 22, 2009:** Provide Teachers with Updated Instructions
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information
- Apr 1, 2009:** Personality Opportunity
Person: Paige Hoffman
Activity: Collect final semester data from survey
- Apr 20, 2009:** Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information
- Apr 30, 2009:** 6th Grade exit meeting for parents
Person: Paige Hoffman / Jeanie Koelmel
Activity: Parent Meeting and Bulletin Information
- May 20, 2009:** Offer parent information at PTO Meeting for all students
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information
- May 24, 2009:** Provide Teachers with Updated Instructions
Person: Paige Hoffman
Activity: Parent Meeting and Bulletin Information
- Dec 1, 2009:** Career Interest
Person: Paige Hoffman
Activity: Collect first semester data from surveys

Instruction by Highly Qualified Teachers

- Aug 1, 2008:** evaluates form when hiring new teachers
Person: JCS Administration
Activity: HQT Form
- Aug 1, 2008:** provides form to be used when hiring teachers for the the school corporation
Person: State
Activity: HQT Form
- Aug 1, 2008:** must adhere to the state required mentor program guidelines
Person: selected mentor and new hire
Activity: Mentor program
- Aug 1, 2008:** apply for emergency certification
Person: affected staff member
Activity: unavailability of certified staff

Measurement

- Aug 30, 2005:** recognize student winners of the Monthly Measurement Challenge
Person: Office Staff
Activity: Student Recognition
- May 15, 2008:** develop a set of monthly challenges to allow students to practice hands-on measurement skills
Person: Linda Anglin
Activity: Monthly Measurement School-Wide Challenge
- May 20, 2008:** develop and send home a packet containing enrichment of measurement skills to enhance mastery of skills
Person: Classroom Teachers in grades K-5
Activity: Summer Enrichment Packet

- Aug 1, 2008:** provide the list of monthly challenges to the office staff to be included on the school newsletter
Person: Linda Anglin
Activity: Monthly Measurement School-Wide Challenge
- Aug 10, 2008:** schedule dates for measurement team to meet and plan for strategy activities
Person: Linda Anglin
Activity: Teacher Collaboration
- Aug 10, 2008:** schedule time for grade level teachers to meet to work on strategy related tasks for our school improvement plan
Person: Jeanie Koelme
Activity: Teacher Collaboration
- Aug 20, 2008:** allow class participation in each challenge and record student answers for submission to Linda Anglin
Person: Classroom Teachers in grades K-6
Activity: Monthly Measurement School-Wide Challenge
- Aug 20, 2008:** collect the completed summer packets and record names of students on a master roster for future reference
Person: Melody Boyd and Teresa Tucker
Activity: Summer Enrichment Packet
- Aug 30, 2008:** collect, evaluate, and announce students' results for each challenge
Person: Linda Anglin
Activity: Monthly Measurement School-Wide Challenge
- Sep 1, 2008:** implement the Harcourt Math Computer Enrichment Program into classroom computer lab times to enrich students skills in measurement and other related areas
Person: Classroom Teachers in grades K-6
Activity: Harcourt Math Computer Program Implementation
- Sep 1, 2008:** incorporate math vocabulary words and definitions on school newsletter to promote awareness of the terminology being used in the classroom
Person: Office Staff
Activity: Vocabulary Awareness on School Newsletter
- Sep 10, 2008:** assist teachers in setting up and implementing the Harcourt Math Computer Enrichment Program
Person: Technology Coordinators
Activity: Harcourt Math Assistance
- Sep 20, 2008:** allow class participation in each challenge and record student answers for submission to Linda Anglin
Person: Classroom Teachers in grades K-6
Activity: Monthly Measurement School-Wide Challenge
- Sep 30, 2008:** collect, evaluate, and announce students' results for each challenge
Person: Linda Anglin
Activity: Monthly Measurement School-Wide Challenge
- Sep 30, 2008:** recognize student winners of the Monthly Measurement Challenge
Person: Office Staff
Activity: Student Recognition
- Oct 1, 2008:** implement the Harcourt Math Computer Enrichment Program into classroom computer lab times to enrich students skills in measurement and other related areas
Person: Classroom Teachers in grades K-6
Activity: Harcourt Math Computer Program Implementation
- Oct 1, 2008:** incorporate math vocabulary words and definitions on school newsletter to promote awareness of the terminology being used in the classroom
Person: Office Staff
Activity: Vocabulary Awareness on School Newsletter

- Oct 20, 2008:** allow class participation in each challenge and record student answers for submission to Linda Anglin
Person: Classroom Teachers in grades K-6
Activity: Monthly Measurement School-Wide Challenge
- Oct 30, 2008:** collect, evaluate, and announce students' results for each challenge
Person: Linda Anglin
Activity: Monthly Measurement School-Wide Challenge
- Oct 30, 2008:** recognize student winners of the Monthly Measurement Challenge
Person: Office Staff
Activity: Student Recognition
- Nov 1, 2008:** implement the Harcourt Math Computer Enrichment Program into classroom computer lab times to enrich students skills in measurement and other related areas
Person: Classroom Teachers in grades K-6
Activity: Harcourt Math Computer Program Implementation
- Nov 1, 2008:** incorporate math vocabulary words and definitions on school newsletter to promote awareness of the terminology being used in the classroom
Person: Office Staff
Activity: Vocabulary Awareness on School Newsletter
- Nov 15, 2008:** provide an acknowledgement to students who have completed the summer enrichment packet
Person: Classroom Teachers in grades 1-6
Activity: Summer Enrichment Packet
- Nov 20, 2008:** allow class participation in each challenge and record student answers for submission to Linda Anglin
Person: Classroom Teachers in grades K-6
Activity: Monthly Measurement School-Wide Challenge
- Nov 30, 2008:** collect, evaluate, and announce students' results for each challenge
Person: Linda Anglin
Activity: Monthly Measurement School-Wide Challenge
- Nov 30, 2008:** provide recognition to students who complete the summer enrichment packets
Person: Classroom Teachers
Activity: Student Recognition
- Nov 30, 2008:** recognize student winners of the Monthly Measurement Challenge
Person: Office Staff
Activity: Student Recognition
- Dec 1, 2008:** implement the Harcourt Math Computer Enrichment Program into classroom computer lab times to enrich students skills in measurement and other related areas
Person: Classroom Teachers in grades K-6
Activity: Harcourt Math Computer Program Implementation
- Dec 1, 2008:** incorporate math vocabulary words and definitions on school newsletter to promote awareness of the terminology being used in the classroom
Person: Office Staff
Activity: Vocabulary Awareness on School Newsletter
- Dec 10, 2008:** create and implement one additional mini lesson for first semester and submit to master binder in lounge
Person: Classroom Teachers in grades K-6
Activity: Classroom Mini Lessons
- Dec 10, 2008:** record type of lesson and date implemented on semester tally sheet
Person: Classroom Teachers in grades K-6
Activity: Classroom Mini Lessons

- Dec 15, 2008:** collect and record the percentage of teachers who implemented 10 measurement activities implemented for the first semester
Person: measurement team members
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** allow class participation in each challenge and record student answers for submission to Linda Anglin
Person: Classroom Teachers in grades K-6
Activity: Monthly Measurement School-Wide Challenge
- Dec 30, 2008:** collect, evaluate, and announce students' results for each challenge
Person: Linda Anglin
Activity: Monthly Measurement School-Wide Challenge
- Dec 30, 2008:** recognize student winners of the Monthly Measurement Challenge
Person: Office Staff
Activity: Student Recognition
- Jan 1, 2009:** implement the Harcourt Math Computer Enrichment Program into classroom computer lab times to enrich students skills in measurement and other related areas
Person: Classroom Teachers in grades K-6
Activity: Harcourt Math Computer Program Implementation
- Jan 1, 2009:** incorporate math vocabulary words and definitions on school newsletter to promote awareness of the terminology being used in the classroom
Person: Office Staff
Activity: Vocabulary Awareness on School Newsletter
- Jan 20, 2009:** allow class participation in each challenge and record student answers for submission to Linda Anglin
Person: Classroom Teachers in grades K-6
Activity: Monthly Measurement School-Wide Challenge
- Jan 28, 2009:** recognize student winners of the Monthly Measurement Challenge
Person: Office Staff
Activity: Student Recognition
- Jan 30, 2009:** collect, evaluate, and announce students' results for each challenge
Person: Linda Anglin
Activity: Monthly Measurement School-Wide Challenge
- Feb 1, 2009:** implement the Harcourt Math Computer Enrichment Program into classroom computer lab times to enrich students skills in measurement and other related areas
Person: Classroom Teachers in grades K-6
Activity: Harcourt Math Computer Program Implementation
- Feb 1, 2009:** incorporate math vocabulary words and definitions on school newsletter to promote awareness of the terminology being used in the classroom
Person: Office Staff
Activity: Vocabulary Awareness on School Newsletter
- Feb 20, 2009:** allow class participation in each challenge and record student answers for submission to Linda Anglin
Person: Classroom Teachers in grades K-6
Activity: Monthly Measurement School-Wide Challenge
- Feb 25, 2009:** recognize student winners of the Monthly Measurement Challenge
Person: Office Staff
Activity: Student Recognition
- Feb 28, 2009:** collect, evaluate, and announce the results for each challenge
Person: Linda Anglin
Activity: Monthly Measurement School-Wide Challenge

Mar 1, 2009: implement the Harcourt Math Computer Enrichment Program into classroom computer lab times to enrich students skills in measurement and other related areas

Person: Classroom Teachers in grades K-6

Activity: Harcourt Math Computer Program Implementation

Mar 1, 2009: incorporate math vocabulary words and definitions on school newsletter to promote awareness of the terminology being used in the classroom

Person: Office Staff

Activity: Vocabulary Awareness on School Newsletter

Mar 5, 2009: create and implement one additional mini lesson for second semester and submit to master binder in lounge

Person: Classroom Teachers in grades K-6

Activity: Classroom Mini Lessons

Mar 5, 2009: record type of lesson and date implemented on semester tally sheet

Person: Classroom Teachers in grades K-6

Activity: Classroom Mini Lessons

Mar 15, 2009: collect and record the percentage of teachers who implemented 10 measurement activities for the final semester

Person: measurement team members

Activity: Collect final semester/trimester follow up data

Mar 25, 2009: recognize student winners of the Monthly Measurement Challenge

Person: Office Staff

Activity: Student Recognition

Apr 22, 2009: recognize student winners of the Monthly Measurement Challenge

Person: Office Staff

Activity: Student Recognition

May 27, 2009: recognize student winners of the Monthly Measurement Challenge

Person: Office Staff

Activity: Student Recognition

Number Sense

Aug , 2008: provide teachers with training on the math computer programs

Person: Ron Milligan/Sharon Low/Lisa Coons

Activity: Tech Training

Aug 11, 2008: review and duplicate the master form that teachers will use to track usage of activities implemented in classrooms

Person: Karen Field

Activity: Consistent Math Vocabulary Development

Aug 13, 2008: master record sheets will be provided

Person: Sharon Low

Activity: Math Computer Programs

Aug 13, 2008: Provide help and assistance with computer programs

Person: Ron Milligan

Activity: Math Computer Programs

Aug 13, 2008: provide data record sheet for mini lessons taught on Number Sense

Person: Karen Field

Activity: Tabulation

Aug 13, 2008: provide data record sheet for vocabulary tabulation

Person: Karen Field

Activity: Tabulation

- Aug 15, 2008:** Update class lists/names in the computer
Person: Sharon Low/Julie Woods
Activity: Consistent use of technology for number sense:Harcourt Math and Accelerated Math
- Nov 3, 2008:** Provide subs so that teachers may meet by grade levels to create mini lessons for Number Sense standards
Person: Principal
Activity: Create mini-lessons for Math Stardard 1: Number Sense
- Nov 14, 2008:** developing new mini lessons for number sense
Person: Grade Level Teams
Activity: Enriching, application activities for number sense
- Dec 15, 2008:** calculate and report results from first semester
Person: Debby Bright
Activity: Collect first semester/trimester follow up data
- Dec 15, 2008:** compile the number of times the word of the week was addressed in each classroom and submit final semester data to InSai Number Sense Team
Person: Jennifer Ellis
Activity: Consistent Math Vocabulary Development
- Dec 15, 2008:** continue to include the word from each grade level on the weekly office newsletter
Person: Alice Starkey
Activity: Consistent Math Vocabulary Development
- Dec 15, 2008:** continue to incorporate the word of the week into Language Arts/ Spelling list for discussion, drill, and mastery
Person: Classroom Teachers
Activity: Consistent Math Vocabulary Development
- Dec 15, 2008:** record the number of times weekly that the word of the week was used in the classroom setting
Person: Classroom Teachers
Activity: Consistent Math Vocabulary Development
- Dec 15, 2008:** assign number sense activities for students to complete on the computer math programs in the computer lab or classroom
Person: Classroom Teacher
Activity: Consistent use of technology for number sense:Harcourt Math and Accelerated Math
- Dec 15, 2008:** compile report of usage of number sense activities on computer programs and submit first semester totals to InSai Sense Team
Person: Ron Milligan
Activity: Consistent use of technology for number sense:Harcourt Math and Accelerated Math
- Dec 15, 2008:** post record sheet in computer lab weekly
Person: Sharon Low
Activity: Consistent use of technology for number sense:Harcourt Math and Accelerated Math
- Dec 15, 2008:** compile the first and final semester total of mini lessons taught on number sense and record on master form
Person: Jennifer Ellis
Activity: Enriching, application activities for number sense
- Dec 15, 2008:** record number sense lessons taught on master form
Person: Classroom Teachers
Activity: Enriching, application activities for number sense
- Dec 15, 2008:** to continue to implement the developed mini lessons and record date in master binder
Person: Classroom Teachers
Activity: Enriching, application activities for number sense
- May 1, 2009:** calculate and report results from second semester
Person: Debby Bright
Activity: Collect final semester/trimester follow up data

May 23, 2009: distribute summer packets for grades K-5
Person: Classroom Teachers
Activity: Enriching, application activities for number sense

Parent Involvement

Aug 11, 2008: Materials and Agenda
Person: Tom Moore/Cindy Beam/Charla Speer
Activity: University Evenings

Aug 11, 2008: Order Food
Person: Paige Lohrum
Activity: University Evenings

Aug 11, 2008: Schedule Informative Sessions
Person: Kindergarten Teachers
Activity: University Evenings

Aug 15, 2008: Coordinate with School Calendar
Person: Koelmel
Activity: Create Time Line for conducting parent university nights

Sep , 2008: provide planning time for teachers to collaborate to prepare for parent university
Person: principal
Activity: teacher planning time for organizing parent university

Sep 15, 2008: Send Timelines to teachers
Person: Paige Lohrum
Activity: Create Time Line for conducting parent university nights

Oct 13, 2008: Schedule Informative Sessions
Person: Kindergarten Teachers
Activity: University Evenings

Dec 14, 2008: collect reading logs to compile percentages
Person: Paige Lohrum
Activity: Collect first semester percentage of parents signing reading log

Dec 14, 2008: Schedule Informative Sessions
Person: Kindergarten Teachers
Activity: University Evenings

Feb 15, 2009: Schedule Informative Sessions
Person: Kindergarten Teachers
Activity: University Evenings

Mar 15, 2009: collect reading logs to compile percentages
Person: Paige Lohrum
Activity: Collect final semester percentage of parents signing reading log

Mar 15, 2009: collect reading logs for calculating the percentage of reading completed at home
Person: teachers
Activity: student take home reading logs

Mar 15, 2009: provide reading materials weekly for students to take home to allow practice reading sessions between parent and child
Person: teachers
Activity: student take home reading logs

Mar 15, 2009: send home reading log sheets for parents to sign each time they have read with their children

Person: teachers

Activity: student take home reading logs

Apr 19, 2009: Schedule Informative Sessions

Person: Kindergarten Teachers

Activity: University Evenings

Parent Right-to-Know Letter

Aug 15, 2008: Title I teacher will hand each parent a Right -to - Know Letter at the annual meeting in August

Person: Paige Lohrum

Activity: confirmation of receipt of Parent Right - to - Know Letter

Aug 15, 2008: Drinks will be provided at the annual parent meeting

Person: Paige Lohrum

Activity: Incentives

Aug 15, 2008: Parents attending the meeting will have their name put in for a raffle drawing

Person: Paige Lohrum

Activity: Incentives

Aug 20, 2008: Snacks will be provided at the annual parent meeting

Person: Paige Lohrum

Activity: Incentives

Aug 28, 2008: Teachers will record letters returned

Person: Classroom teachers

Activity: confirmation of receipt of Parent Right - to - Know Letter

Sep 15, 2008: Title I teacher will contact parents by mail that have not returned their Parent Right -to-Know Letter

Person: Paige Lohrum

Activity: confirmation of receipt of Parent Right - to - Know Letter

Sep 20, 2008: Title 1 teacher will record returned letters with the expectation of 100% signed and returned

Person: Paige Lohrum

Activity: Parents sign and return letters

Jan 15, 2009: Attend Title I meetings to review steps of handing out letter and making sure all are returned

Person: Paige Lohrum

Activity: Review Steps

Feb 19, 2009: Attend Title I meetings to review steps of handing out letter and making sure all are returned

Person: Paige Lohrum

Activity: Review Steps

Mar 19, 2009: Attend Title I meetings to review steps of handing out letter and making sure all are returned

Person: Paige Lohrum

Activity: Review Steps

Apr 16, 2009: Attend Title I meetings to review steps of handing out letter and making sure all are returned

Person: Paige Lohrum

Activity: Review Steps

School-Parent Compact

Jan 15, 2008: Meet monthly to review and revise school and home compact

Person: Paige Lohrum

Activity: Review and Revise Compact

- Feb 19, 2008:** Meet monthly to review and revise school and home compact
Person: Paige Lohrum
Activity: Review and Revise Compact
- Mar 18, 2008:** Meet monthly to review and revise school and home compact
Person: Paige Lohrum
Activity: Review and Revise Compact
- Apr 15, 2008:** Meet monthly to review and revise school and home compact
Person: Paige Lohrum
Activity: Review and Revise Compact
- May 20, 2008:** Meet monthly to review and revise school and home compact
Person: Paige Lohrum
Activity: Review and Revise Compact
- May 20, 2008:** Submit for state approval
Person: Kara Holdsworth
Activity: Review and Revise Compact
- Aug 15, 2008:** After reviewing compact, students, parents, and teachers will sign policy
Person: Paige Lohrum
Activity: Informing Parents
- Aug 15, 2008:** Compact will be reviewed with parents at the beginning of the year annual meeting
Person: Paige Lohrum
Activity: Informing Parents
- Aug 20, 2008:** child care will be available at meeting
Person: Paige Lohrum
Activity: Incentives
- Aug 20, 2008:** Refreshments will be available at meeting
Person: Paige Lohrum
Activity: Incentives
- Jan 15, 2009:** Meet monthly with Title I staff to review and revise school and home compact
Person: Paige Lohrum
Activity: Review and revise compact
- Feb 19, 2009:** Meet monthly with Title I staff to review and revise school and home compact
Person: Paige Lohrum
Activity: Review and revise compact
- Mar 19, 2009:** Meet monthly with Title I staff to review and revise school and home compact
Person: Paige Lohrum
Activity: Review and revise compact
- Apr 16, 2009:** Meet monthly with Title I staff to review and revise school and home compact
Person: Paige Lohrum
Activity: Review and revise compact
- May 15, 2009:** submit compact for state approval
Person: Kara Holdsworth
Activity: approval for compact

School-Parent Involvement Policy

Jan 20, 2008: Review and revise policy

Person: Paige Lohrum

Activity: Revision of Policy

Feb 17, 2008: Review and revise policy

Person: Paige Lohrum

Activity: Revision of Policy

Mar 16, 2008: Review and revise policy

Person: Paige Lohrum

Activity: Revision of Policy

Apr 20, 2008: Review and revise policy

Person: Paige Lohrum

Activity: Revision of Policy

May 15, 2008: Make final revisions to policy

Person: Paige Lohrum

Activity: Revision of Policy

Aug 15, 2008: teachers will communicate student progress continually throughout the school year with progress reports

Person: classroom teachers

Activity: Communication with parents

Aug 15, 2008: teachers will communicate weekly with parents through school and classroom newsletters

Person: classroom teachers

Activity: Communication with parents

Aug 15, 2008: review and revise policies while attending Title I meetings

Person: Paige Lohrum

Activity: Title Meetings

Aug 19, 2008: Parents will be given the parent involvement policy at an annual back to school meeting

Person: Paige Lohrum

Activity: Informing the Parents

Aug 20, 2008: Child care will be provided at Title I events

Person: Paige Lohrum

Activity: Incentives

Aug 20, 2008: Food will be provided at Title I events

Person: Paige Lohrum

Activity: Incentives

Sep 12, 2008: teachers will communicate student progress continually throughout the school year with progress reports

Person: classroom teachers

Activity: Communication with parents

Sep 12, 2008: teachers will communicate weekly with parents through school and classroom newsletters

Person: classroom teachers

Activity: Communication with parents

Sep 19, 2008: review and revise policies while attending Title I meetings

Person: Paige Lohrum

Activity: Title Meetings

Oct 3, 2008: teachers will communicate student progress continually throughout the school year with progress reports

Person: classroom teachers

Activity: Communication with parents

- Oct 3, 2008:** teachers will communicate weekly with parents through school and classroom newsletters
Person: classroom teachers
Activity: Communication with parents
- Oct 17, 2008:** review and revise policies while attending Title I meetings
Person: Paige Lohrum
Activity: Title Meetings
- Oct 22, 2008:** Child care will be provided at Title I events
Person: Paige Lohrum
Activity: Incentives
- Oct 22, 2008:** Food will be provided at Title I events
Person: Paige Lohrum
Activity: Incentives
- Nov 7, 2008:** teachers will communicate student progress continually throughout the school year with progress reports
Person: classroom teachers
Activity: Communication with parents
- Nov 7, 2008:** teachers will communicate weekly with parents through school and classroom newsletters
Person: classroom teachers
Activity: Communication with parents
- Nov 20, 2008:** review and revise policies while attending Title I meetings
Person: Paige Lohrum
Activity: Title Meetings
- Dec 5, 2008:** teachers will communicate student progress continually throughout the school year with progress reports
Person: classroom teachers
Activity: Communication with parents
- Dec 5, 2008:** teachers will communicate weekly with parents through school and classroom newsletters
Person: classroom teachers
Activity: Communication with parents
- Dec 10, 2008:** Child care will be provided at Title I events
Person: Paige Lohrum
Activity: Incentives
- Dec 10, 2008:** Food will be provided at Title I events
Person: Paige Lohrum
Activity: Incentives
- Dec 19, 2008:** review and revise policies while attending Title I meetings
Person: Paige Lohrum
Activity: Title Meetings
- Jan 2, 2009:** teachers will communicate student progress continually throughout the school year with progress reports
Person: classroom teachers
Activity: Communication with parents
- Jan 2, 2009:** teachers will communicate weekly with parents through school and classroom newsletters
Person: classroom teachers
Activity: Communication with parents
- Jan 16, 2009:** review and revise policies while attending Title I meetings
Person: Paige Lohrum
Activity: Title Meetings

- Feb 6, 2009:** teachers will communicate student progress continually throughout the school year with progress reports
Person: classroom teachers
Activity: Communication with parents
- Feb 6, 2009:** teachers will communicate weekly with parents through school and classroom newsletters
Person: classroom teachers
Activity: Communication with parents
- Feb 11, 2009:** Child care will be provided at Title I events
Person: Paige Lohrum
Activity: Incentives
- Feb 11, 2009:** Food will be provided at Title I events
Person: Paige Lohrum
Activity: Incentives
- Feb 13, 2009:** review and revise policies while attending Title I meetings
Person: Paige Lohrum
Activity: Title Meetings
- Mar 6, 2009:** teachers will communicate student progress continually throughout the school year with progress reports
Person: classroom teachers
Activity: Communication with parents
- Mar 6, 2009:** teachers will communicate weekly with parents through school and classroom newsletters
Person: classroom teachers
Activity: Communication with parents
- Mar 20, 2009:** review and revise policies while attending Title I meetings
Person: Paige Lohrum
Activity: Title Meetings
- Apr 3, 2009:** teachers will communicate student progress continually throughout the school year with progress reports
Person: classroom teachers
Activity: Communication with parents
- Apr 3, 2009:** teachers will communicate weekly with parents through school and classroom newsletters
Person: classroom teachers
Activity: Communication with parents
- Apr 8, 2009:** Child care will be provided at Title I events
Person: Paige Lohrum
Activity: Incentives
- Apr 8, 2009:** Food will be provided at Title I events
Person: Paige Lohrum
Activity: Incentives
- Apr 17, 2009:** review and revise policies while attending Title I meetings
Person: Paige Lohrum
Activity: Title Meetings
- May 1, 2009:** teachers will communicate student progress continually throughout the school year with progress reports
Person: classroom teachers
Activity: Communication with parents
- May 1, 2009:** teachers will communicate weekly with parents through school and classroom newsletters
Person: classroom teachers
Activity: Communication with parents

May 15, 2009: submit policy for state approval

Person: Kara Holdsworth

Activity: policy approval

May 15, 2009: submit policy for superintendent approval

Person: Kara Holdsworth

Activity: policy approval

Targeted Assistance

Mar 15, 2008: Plan collaboration

Person: 5th Grade

Activity: Time Frame

Apr 15, 2008: Develop Mini-Lessons

Person: 5th Grade Teachers

Activity: Collaboration Planning

Apr 15, 2008: Gather Pre-test acuity test info

Person: Jeanie Koelmel

Activity: Gather names of free/reduced students and their scores from language arts assessments

Apr 15, 2008: Plan collaboration

Person: 5th Grade

Activity: Time Frame

Apr 15, 2008: Review Acuity Assessments

Person: 5th Grade Teachers

Activity: Time Frame

May 15, 2008: Design IAS Remediation Plan

Person: 5th Grade Teachers

Activity: Time Frame

May 15, 2008: Plan collaboration

Person: 5th Grade

Activity: Time Frame

Jun 15, 2008: Plan collaboration

Person: 5th Grade

Activity: Time Frame

Jun 17, 2008: Review Acuity Assessments

Person: 5th Grade Teachers

Activity: Time Frame

Jul 15, 2008: Plan collaboration

Person: 5th Grade

Activity: Time Frame

Aug 11, 2008: Coordinate Acuity testing time

Person: Paula Beville

Activity: Collaboration Planning

Aug 15, 2008: create a checklist of Indiana Academic Standards that can be utilized to monitor the standards taught in each grading period

Person: fifth grade teachers

Activity: checklist

- Aug 15, 2008:** meet to adjust lessons for language arts to meet the Indiana Academic Standards
Person: fifth grade teachers and special education teachers
Activity: teacher collaboration
- Aug 15, 2008:** Plan collaboration
Person: 5th Grade
Activity: Time Frame
- Aug 15, 2008:** create a timeline for addressing Indiana Academic Standards per grading period based on acuity guidelines
Person: fifth grade teachers and special education teachers
Activity: timeline of addressing Indiana Academic Standards
- Aug 19, 2008:** Review Acuity Assessments
Person: 5th Grade Teachers
Activity: Time Frame
- Sep 15, 2008:** Plan collaboration
Person: 5th Grade
Activity: Time Frame
- Oct 15, 2008:** Plan collaboration
Person: 5th Grade
Activity: Time Frame
- Oct 17, 2008:** meet to adjust lessons for language arts to meet the Indiana Academic Standards
Person: fifth grade teachers and special education teachers
Activity: teacher collaboration
- Oct 21, 2008:** Review Acuity Assessments
Person: 5th Grade Teachers
Activity: Time Frame
- Nov 15, 2008:** Plan collaboration
Person: 5th Grade
Activity: Time Frame
- Dec 15, 2008:** collect % of language arts standards addressed per grading period
Person: fifth grade teachers
Activity: Collect first semester data
- Dec 15, 2008:** Data gathered from ISTEP+ 2007
Person: Jeanie Koelmel
Activity: Gather names of free/reduced students and their scores from language arts assessments
- Dec 15, 2008:** Plan collaboration
Person: 5th Grade
Activity: Time Frame
- Dec 18, 2008:** meet to adjust lessons for language arts to meet the Indiana Academic Standards
Person: fifth grade teachers and special education teachers
Activity: teacher collaboration
- Dec 22, 2008:** Review Acuity Assessments
Person: 5th Grade Teachers
Activity: Time Frame
- Jan 15, 2009:** Plan collaboration
Person: 5th Grade
Activity: Time Frame

- Feb 15, 2009:** Plan collaboration
Person: 5th Grade
Activity: Time Frame
- Feb 19, 2009:** meet to adjust lessons for language arts to meet the Indiana Academic Standards
Person: fifth grade teachers and special education teachers
Activity: teacher collaboration
- Feb 23, 2009:** Review Acuity Assessments
Person: 5th Grade Teachers
Activity: Time Frame
- Mar 15, 2009:** collect % of language arts standards addressed per grading period
Person: fifth grade teachers
Activity: Collect final semester data
- Mar 15, 2009:** Plan collaboration
Person: 5th Grade
Activity: Time Frame
- Apr 15, 2009:** Gather Post-test acuity test info
Person: Jeanie Koelmel
Activity: Gather names of free/reduced students and their scores from language arts assessments
- Apr 15, 2009:** Plan collaboration
Person: 5th Grade
Activity: Time Frame
- Apr 27, 2009:** Review Acuity Assessments
Person: 5th Grade Teachers
Activity: Time Frame
- May 15, 2009:** Plan collaboration
Person: 5th Grade
Activity: Time Frame

Technology Coordination

- Aug 12, 2008:** Help Questions/Assistance
Person: Karen Field/Laurie Shepherd
Activity: Trouble Shooter
- Aug 31, 2008:** Quarterly Assessments 2nd-6th Reviews
Person: Jeanie Koelmel
Activity: DIBELS/Acuity Testing
- Sep 15, 2008:** Implementation Training
Person: Field/Shepherd/Milligan
Activity: DIBELS/Acuity Testing
- Sep 30, 2008:** Bi-Monthly Refresher Training
Person: Field/Shepherd/Milligan
Activity: Updating and Refresher Courses
- Oct 12, 2008:** Quarterly Assessments 2nd-6th Reviews
Person: Jeanie Koelmel
Activity: DIBELS/Acuity Testing
- Oct 15, 2008:** Instructional Strategies
Person: Koelmel
Activity: DIBELS/Acuity Testing

Nov 22, 2008: Quarterly Assessments 2nd-6th Reviews

Person: Jeanie Koelmel

Activity: DIBELS/Acuity Testing

Jan 3, 2009: Quarterly Assessments 2nd-6th Reviews

Person: Jeanie Koelmel

Activity: DIBELS/Acuity Testing

Feb 14, 2009: Quarterly Assessments 2nd-6th Reviews

Person: Jeanie Koelmel

Activity: DIBELS/Acuity Testing

Mar 28, 2009: Quarterly Assessments 2nd-6th Reviews

Person: Jeanie Koelmel

Activity: DIBELS/Acuity Testing

May 9, 2009: Quarterly Assessments 2nd-6th Reviews

Person: Jeanie Koelmel

Activity: DIBELS/Acuity Testing

Vocabulary Development

May 15, 2008: compile number of vocabulary activities conducted in classrooms for current year

Person: vocabulary team

Activity: record baseline data

Aug 11, 2008: Provide teachers with vocabulary for each week to copy and paste into classroom newsletter

Person: Lisa Coons

Activity: Staff Resistance

Aug 11, 2008: Review and share strategies with new staff/teachers on how to implement vocab into the curriculum in order to reduce resistance

Person: Vocab Team

Activity: Staff Resistance

Aug 11, 2008: Incorporate word of the week into classroom instruction, record the number of times the word was used weekly, and provide total number for first semester to Karen Burton

Person: Classroom teachers

Activity: Vocabulary Enrichment

Aug 11, 2008: Lisa Coons will type up weekly vocabulary for each grade level and submit to classroom teachers and Alice Starkey for implementation into newsletters

Person: Lisa Coons

Activity: Vocabulary Enrichment

Aug 11, 2008: Review the form used to track the usage of the vocabulary in the classroom

Person: Laurie Shepherd

Activity: Vocabulary Enrichment

Aug 11, 2008: Two words from each grade level list will be included on the office newsletter weekly

Person: Alice Starkey

Activity: Vocabulary Enrichment

Aug 30, 2008: Grade-level teachers will receive training on Reading series and RTI (Response to Intervention)

Person: School Corporation

Activity: MacMillan/McGraw-Hill

Sep 30, 2008: Teachers will be given training on computer-generated quarterly assessments

Person: Laurie Shepherd and Karen Field

Activity: Acuity Training

- Nov 15, 2008:** Compile the number of Word Master Activities implemented triannually and submit to the InSai Vocabulary team
Person: Paula Speer and Teresa Bray-Vaughn
Activity: Word Masters
- Nov 15, 2008:** Implement program into classroom instruction triannually
Person: Classroom teachers and Special Ed Service teachers
Activity: Word Masters
- Dec 10, 2008:** Collect and compile data of the number of vocabulary activities at the end of each semester
Person: Vocab Team
Activity: Collect final semester follow-up data
- Dec 10, 2008:** Compile the number of times the word of the week was addressed in each classroom and submits first semester data to InSai Vocabulary Team
Person: Karen Burton
Activity: Vocabulary Enrichment
- Mar 15, 2009:** collect number of vocabulary activities in classrooms for final semester
Person: vocabulary team
Activity: collect final semester data
- May 10, 2009:** Compile the number of times the word of the week was addressed in each classroom and submits final semester data to InSai vocabulary team
Person: Karen Burton
Activity: Vocabulary Enrichment
- May 10, 2009:** Incorporate word of the week into classroom instruction, record the number of times the word was used weekly, and provide total number for final semester to Karen Burton
Person: Classroom teachers
Activity: Vocabulary Enrichment

Writing Process

- Aug 11, 2008:** distribute master form to teachers to track usage of activities implemented in classroom
Person: Karen Field
Activity: Classroom Activities
- Aug 11, 2008:** meet with teachers to review the form used to track the writing process activities implemented in the classroom
Person: Karen Field
Activity: Classroom Activities
- Aug 11, 2008:** post editing symbols poster in classroom
Person: Classroom teachers
Activity: Classroom Activities
- Aug 12, 2008:** distribute editing symbols poster
Person: Jeanie Koelmel
Activity: Classroom Activities
- Sep 9, 2008:** In-house writing specialist will speak at staff meeting to discuss editing and revision skills for grades 1-6
Person: Pam Lowe
Activity: Writing Specialist
- Sep 10, 2008:** provide students a variety of writing tools
Person: Classroom teachers
Activity: Anti-Resistance Activities
- Sep 10, 2008:** provide blue pens for the students to use during revision activities
Person: classroom teachers
Activity: Classroom Activities

Sep 10, 2008: provide red pens for students to use during editing activities

Person: classroom teachers

Activity: Classroom Activities

Sep 15, 2008: use grade level writing rubric to assess students' editing

Person: Classroom Teachers

Activity: Classroom Activities

Oct 15, 2008: provide opportunities for cross curricular peer editing

Person: Classroom teachers

Activity: Classroom Activities

Oct 20, 2008: post edited work done by students

Person: classroom teachers

Activity: Classroom Activities

Dec 15, 2008: collect data from teachers which indicates the number of writing activities implemented in each classroom and submit first semester total to InSai Writing Team

Person: Candace Miller

Activity: Classroom Activities

Dec 15, 2008: collect data from classroom teachers

Person: Candace Miller

Activity: Collect first semester/trimester follow up data

Jan 28, 2009: allow students to switch classroom for different writing process instruction so teachers are not reteaching the same material

Person: Classroom teacher

Activity: Anti-Resistance Activities

Feb 18, 2009: provide opportunities for cross curricular peer editing

Person: Classroom teachers

Activity: Classroom Activities

Mar 15, 2009: allow opportunities for students to edit own work

Person: Classroom Teachers

Activity: Classroom Activities

Mar 15, 2009: collect data from teachers which indicates the number of writing activities implemented in each classroom and submit final semester total to InSai Writing Team

Person: Candace Miller

Activity: Classroom Activities

Mar 15, 2009: continue to utilize subject area related journals to reinforce writing skills (math, science, social studies, vocabulary, etc.)

Person: Classroom teachers

Activity: Classroom Activities

Mar 15, 2009: document the number of writing activities implemented in the classroom by recording in gradebook

Person: Classroom teachers

Activity: Classroom Activities

Mar 15, 2009: provide students with a Daily Bite or Drops in the Bucket application to practice writing skills

Person: Classroom teachers

Activity: Classroom Activities

Mar 15, 2009: collect data from classroom teachers

Person: Candace Miller

Activity: Collect final semester/trimester follow up data

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	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	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>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<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>	<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>	<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>