

## **School Improvement Plan - PL221 Version - 2008-2011**

**May 22, 2008 15:30:58**

### **Break-O-Day Elementary School (3429)**

**Clark-Pleasant Com School Corp**

**New Whiteland, 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

Break-O-Day 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
- No Child Left Behind

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Marking**

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

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

## **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

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

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

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Sarah Ambler - Teacher
- Cindy Conner - Administrator
- Rick Johnson - Community
- Sonny Moore - Teacher
- Amy Schilawski - Parent/Guardian
- Bobbi Wayman - School Counselor
- Cindi Woods - Teacher

## Strategy Chairs

- Cindy Conner
- Cindy Garrity
- Sonny Moore
- Andrea Nuhfer
- Julia Parry
- Kara Sexton
- Lori Stier
- Dena Watson
- Bobbi Wayman

## Community Council

- Jamie Asher
- Kerrian Chapella - Child care
- Heather Eisenmenger
- Michelle Fernandez
- Amanda Foist - Nanny
- Linda Grannan
- Roy Hendershot - Police Officer
- Gerald Insko - Retired
- Mary Insko - Retired
- Gurpiar Kaur
- Gursharnjit Kaur
- Lakhvior Kaur
- Ronda Locke
- Judi Reid - Librarian
- Nicole Reid
- Amy Schilawski - Housewife
- Ruth Shackelford - Health Department
- Angela Smith

# 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:**

to be in a safe school surrounded by compassionate, disciplined, and qualified adult role models. We believe all students deserve to succeed and reach their academic potential supported by their parents. We believe that all students deserve a high quality education with a rigorous curriculum that allows them to develop according to their individual learning style. We believe all students deserve an emotionally nurturing environment. We believe students deserve cutting-edge technology opportunities that allow for achievement growth.

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

All teachers provide a safe, fun, positive, peaceful and structured learning environment where high expectations are clear and consistent. Instructional models balance individual and group needs. Teaching strategies reflect the best practices, and extra help is given as needed. Parents monitor homework and contact the school with questions. Children are sent to school clean, fed, and well rested. Parents meet all financial and medical obligations. Community members support and attend school activities. They offer supplies, food, medical assistance and holiday help. Businesses welcome children on field trips. Parents are given release time from their jobs to volunteer at school.

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

understand their learning styles. Students can identify their strengths and weaknesses. They know what is expected of them. Students understand their test scores and the Indiana Academic Standards. Students can express their feelings and resolve their problems peacefully. All students take responsibility for their actions. There are no discipline problems. Students understand that they are preparing for their future success as active, contributing, adult community members.

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

- % of students who 3rd graders mastering ISTEP essential skills: 100%
- % of students who 4th grade students mastering ISTEP essential skills: 100%
- % of students who % of students achieve NWEA goals in Language: 100%
- % of students who % of students who achieve NWEA goals in Math: 100%
- % of students who % of students who achieve NWEA goal in Reading: 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	
75%	79.0%	78%	67.5	81%	68.8%	84%		87%		87%		100%

### All Fourth Grade Students - % of students who meet state language arts standards on the ISTEP+ assessment

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%	80%	80%	75%	78%	73%	76%		79%		81%		100%

### All Fourth Grade Students - % of students who meet state math standards on the ISTEP+ assessment

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%	79%	81%	78%	79%	74%	77%		80%		83%		100%

### All students in third grade taking ISTEP+ - % of students who meet state language arts standards on the ISTEP+ assessment

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%	77%	80%	75%	78%	81%	84%		87%		90%		100%

### All students in third grade taking ISTEP+ - % of students who meet state math standards on the ISTEP+ assessment

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	80%	81%	74%	77%	80%	83%		86%		89%		100%

**Third grade free and reduced students - % of third grade students who meet state computation standards on the ISTEP+ assessment**

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	
N/A	71%	N/A	56%	71%	70%	73%		76%		79%		100%

**Third grade males-writing applications - % of male students who meet state writing applications standard on the ISTEP+ assessment**

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	
N/A	69%	N/A	71%	74%	85%	88%		91%		94%		100%

# Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

## Local Areas of Concern

## 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**

**N. Parent Notice of "School in Improvement"**

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

**V. Peer Review for SIP**

# Strategies

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

## Required Strategies

### A. Parent Involvement: Parent Open House

All parents will attend a meeting in the fall with their child's teacher to learn more about their child's classroom and how to help their child with academics.

### B. Technology Coordination

Computer labs will be used by students to enrich knowledge of skills taught in the classroom. Teachers will take their classes to the computer lab for 90 minutes each month.

### C. Safe and Disciplined Learning Environment: Develop/Implement a bully policy

The behavior management committee along with the school counselor will develop a bully policy that is research based and appropriate for elementary age children. The policy will then be submitted to the school principal for approval. The principal will place the policy into the school handbook. Staff will be trained on the new policy. The counselor and principal will train all students on the new bullying policy. The behavior management committee will track office behavior referrals that are a result of the violation of the bully policy.

### D. Attendance: Develop/implement an attendance referral policy

The attendance committee will develop an attendance policy and referral program based on effective research. They will submit this by May to the principal and he/she will place the policy in the student handbook. The attendance committee will document the attendance by the SMS and keep track of referrals with the assistance of the counselor. Attendance will be tracked on a monthly basis by the school secretary. All staff will be trained on the new attendance policy. All staff will be asked to train/inform parents of the attendance policy at the annual open house. They also will document the number of parents that were trained that evening.

### G1. Exceptional Learners - Gifted: Academically Talented Program for Fourth Grade

Break O Day staff will share newly developed guidelines of the A/T Program with parents. Information, regarding the program, will be sent home and signed off by the parents. This will be distributed to the parents of children that have qualified for the AT Program. A/T students are identified by their NWEA, ISTEP, and I.Q. scores. Students are placed in a cluster group within the grade level.

### G2. Exceptional Learners - Special Education

We will offer our special education students and some of our speech only students the opportunity to come to school at 8:00a.m. three days a week beginning the end of August. These students will work with the building instructional assistants and teachers who volunteer. Each staff member will be responsible for one or two of these students. They will instruct the students based on what material they need to learn. What students need to learn will be determined by using data (NWEA, ISTEP+, Steeps, common assessments, classroom assessments, etc.).

### H. Cultural Competency: Ruby Payne Strategies- 3rd grade Free/Reduced Lunch

During the 2008/2009 school year, third grade teachers will implement Ruby Payne strategies on a weekly basis. These strategies focus on achievement gaps caused by generational poverty. Teachers will focus on a different strategy each month and choose corresponding activities to do one time a week. Third grade teachers will document the strategies and activities used weekly.

### I. Focused Instruction / Curriculum: Differentiated Instructional Strategies

During the 2008-2009 school year, 2nd, 3rd, and 4th grade teachers will provide research-based differentiated instructional strategies for all SPED students. Leveled instruction will be based on NWEA goal performance area data, classroom data, and ISTEP + info.

**N. Parent Notice of "School in Improvement"**

The Central Office will mail a Notice of School Improvement to parents/guardians of all students explaining that BOD has not met AYP and parents may choose another elementary for their children.

**O. Extended Learning Activities: See G2**

**P. Teacher Mentoring Program: Teacher Team Collaboration**

Planning time is scheduled for teachers on a grade level basis weekly. At least once a month 10 to 15 minutes of time will be set aside to encourage and discuss with each other on professional situations, including strategies, instruction, classroom management and other topics as presented by principal and other staff.

**V. Peer Review for SIP**

Our plan will be reviewed by the Director of Curriculum for Elementary and Pleasant Crossing Elementary by May 15.

## Professional Development

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

### A. Parent Involvement: Parent Open House

No professional development is needed for this strategy.

### B. Technology Coordination

Professional Development Activity	Funding	Activity Purpose
<i>Utilization of Software Programs such as Turbo Math, Plato, and Funbrain</i>	Source: Amount: \$4,000	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
	Teachers Counselors	Talk to Presentation/Workshop Peer Coaching

### G1. Exceptional Learners - Gifted: Academically Talented Program for Fourth Grade

Professional Development Activity	Funding	Activity Purpose
<i>PD for HA Teachers</i>	Source: Amount: \$4,000	Information Skill Building
Brief Description	Intended Participants	Activity Format
	Teachers Counselors Administrators	Presentation/Workshop

### G2. Exceptional Learners - Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Information</i>	Source: IDE Professional Grant Amount: \$3000	Information Skill Building
Brief Description	Intended Participants	Activity Format
The special education team will provide specific information, skills and strategies for the tutors to utilize. Teachers will utilize conferences	Teachers Other	Presentation/Workshop Study Group Peer Coaching Other

Professional Development Activity	Funding	Activity Purpose
<i>Instructional Strategies</i>	Source: N/A Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
	Teachers Other	Presentation/Workshop Peer Coaching

## H. Cultural Competency: Ruby Payne Strategies- 3rd grade Free/Reduced Lunch

Professional Development Activity	Funding	Activity Purpose
<i>Planning Time</i>	Source: General Amount: \$1000	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will use Ruby Payne techniques to plan lessons for Free/reduced lunch population	Teachers	Collaborative Problem Solving Action Research

## I. Focused Instruction / Curriculum: Differentiated Instructional Strategies

Professional Development Activity	Funding	Activity Purpose
<i>Speaker/Coach</i>	Source: DOE Prof. Dev. Grant Amount: \$3000	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
The teachers will be trained, coached, and work together to develop a differentiated curriculum.	Teachers	Presentation/Workshop Study Group Peer Coaching

## O. Extended Learning Activities: See G2

No professional development is needed for this strategy.

## P. Teacher Mentoring Program: Teacher Team Collaboration

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Meeting Discussion</i>	Source: DOE Grant Amount: \$1000	Information Skill Building Feedback/Support Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Grade level teachers will share ideas and information for professional improvement money for materials.	Teachers Counselors	Study Group Peer Coaching Professional Reading

# 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

### Required Areas of Concern

#### A. Parent Involvement (PL221, NCLB)

##### Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

##### Strategies to Impact This Concern:

- A. Parent Involvement: Parent Open House

#### B. Technology Coordination (PL221)

##### Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

##### Strategies to Impact This Concern:

- B. Technology Coordination

#### C. Safe and Disciplined Learning Environment (PL221)

##### Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

##### Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Develop/Implement a bully policy

## **D. Attendance (PL221)**

### **Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

### **Strategies to Impact This Concern:**

- D. Attendance: Develop/implement an attendance referral policy

## **G1. Exceptional Learners - Gifted (PL221)**

### **Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

### **Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted: Academically Talented Program for Fourth Grade

## **G2. Exceptional Learners - Special Education (PL221)**

### **Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

### **Strategies to Impact This Concern:**

- G2. Exceptional Learners - Special Education

## **H. Cultural Competency (PL221)**

### **Data Targets Influenced by This Concern:**

- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

### **Strategies to Impact This Concern:**

- H. Cultural Competency: Ruby Payne Strategies- 3rd grade Free/Reduced Lunch

## **I. Focused Instruction / Curriculum (NCLB)**

### **Data Targets Influenced by This Concern:**

- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- I. Focused Instruction / Curriculum: Differentiated Instructional Strategies

## **N. Parent Notice of "School in Improvement" (NCLB)**

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- N. Parent Notice of "School in Improvement"

## **O. Extended Learning Activities (NCLB)**

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- G2. Exceptional Learners - Special Education

## **P. Teacher Mentoring Program (NCLB)**

**Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

**Strategies to Impact This Concern:**

- P. Teacher Mentoring Program: Teacher Team Collaboration

## **V. Peer Review for SIP (NCLB)**

### **Data Targets Influenced by This Concern:**

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

### **Strategies to Impact This Concern:**

- V. Peer Review for SIP

## 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:	Central Offices	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes, NWEA 2,3,4 ISTEP 3,4	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2

# To-Do List

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

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

## Cultural Competency

**Oct 10, 2008:** Teachers will get 1/2 day to plan Ruby Payne activities

**Person:** principal / 3rd grade teachers

**Activity:** Planning Time

**Oct 13, 2008:** Teachers will include Ruby Payne strategies into their curriculum on a weekly basis

**Person:** 3rd grade teachers

**Activity:** Instruction

**Nov 13, 2008:** Teachers will include Ruby Payne strategies into their curriculum on a weekly basis

**Person:** 3rd grade teachers

**Activity:** Instruction

**Dec 13, 2008:** Teachers will include Ruby Payne strategies into their curriculum on a weekly basis

**Person:** 3rd grade teachers

**Activity:** Instruction

**Jan 13, 2009:** Teachers will include Ruby Payne strategies into their curriculum on a weekly basis

**Person:** 3rd grade teachers

**Activity:** Instruction

**Feb 13, 2009:** Teachers will include Ruby Payne strategies into their curriculum on a weekly basis

**Person:** 3rd grade teachers

**Activity:** Instruction

**Mar 13, 2009:** Teachers will include Ruby Payne strategies into their curriculum on a weekly basis

**Person:** 3rd grade teachers

**Activity:** Instruction

**Apr 13, 2009:** Teachers will include Ruby Payne strategies into their curriculum on a weekly basis

**Person:** 3rd grade teachers

**Activity:** Instruction

## Exceptional Learners - Gifted

**Jul 31, 2008:** Compare tally sheets over the two year period

**Person:** Fourth Grade A/T Teachers

**Activity:** Collect year-to-year comparisons of surveys

**Aug 13, 2008:** Process and copy letter to be distributed to parents

**Person:** Principal and Sonny Moore

**Activity:** Send A/T letter home to parents of A/T students in Fourth Grade

**Aug 15, 2008:** Identify A/T students that will be taking the letter home

**Person:** Sonny Moore

**Activity:** Send A/T letter home to parents of A/T students in Fourth Grade

**Aug 18, 2008:** Send letters home with identified A/T students

**Person:** BES Staff

**Activity:** Send A/T letter home to parents of A/T students in Fourth Grade

- Aug 22, 2008:** Tally signature sheet  
**Person:** Sonny Moore  
**Activity:** Collect baseline data and compile data
- Aug 25, 2008:** Collect signed surveys returned by A/T Fourth Graders  
**Person:** BES Staff  
**Activity:** Tally surveys and gather totals
- Aug 25, 2008:** Tally letters received and signed by parents  
**Person:** Sonny Moore  
**Activity:** Tally surveys and gather totals
- Sep 1, 2008:** Students will be assessed of progress and mastery of standards taught  
**Person:** Fourth Grade A/T Teachers  
**Activity:** Student participation in A/T Program
- Sep 1, 2008:** Students will be clustered according to areas of strength in Math and Language Arts  
**Person:** Fourth Grade A/T Teachers  
**Activity:** Student participation in A/T Program
- Sep 1, 2008:** Students will be instructed in the A/T curriculum throughout the year  
**Person:** Fourth Grade A/T Teachers  
**Activity:** Student participation in A/T Program
- Sep 10, 2008:** Place in documentation binder  
**Person:** Sonny Moore  
**Activity:** Collect baseline data and compile data
- Oct 15, 2008:** Attend HA Conference  
**Person:** Cindy Conner  
**Activity:** PD for HA Teachers
- Nov 2, 2008:** Students will be assessed of progress and mastery of standards taught  
**Person:** Fourth Grade A/T Teachers  
**Activity:** Student participation in A/T Program
- Jan 3, 2009:** Students will be assessed of progress and mastery of standards taught  
**Person:** Fourth Grade A/T Teachers  
**Activity:** Student participation in A/T Program
- Mar 7, 2009:** Students will be assessed of progress and mastery of standards taught  
**Person:** Fourth Grade A/T Teachers  
**Activity:** Student participation in A/T Program
- Jul 31, 2009:** Compare tally sheets over the two year period  
**Person:** Fourth Grade A/T/ Teachers  
**Activity:** Collect year-to-year comparisons of surveys

## **Exceptional Learners - Special Education**

- May 14, 2008:** Brainstorm solutions for staff needs/concerns within the tutoring program.  
**Person:** Staff  
**Activity:** Collaboration
- May 14, 2008:** Identify essential and most common staff needs and concerns within the tutoring program.  
**Person:** Staff  
**Activity:** Collaboration

- May 15, 2008:** Calculate % of teachers will provide sufficient materials to maximize entire instructional time  
**Person:** Dena Watson  
**Activity:** Baseline data
- May 15, 2008:** Calculate % of teachers will send materials in a timely manner  
**Person:** Dena Watson  
**Activity:** Baseline data
- May 15, 2008:** Calculate % of teachers will send skill building materials with students participating in tutoring.  
**Person:** Dena Watson  
**Activity:** Baseline data
- Aug 12, 2008:** Meet with All Staff  
**Person:** Strategy Team  
**Activity:** Information
- Aug 12, 2008:** Special needs teacher will present examples of instructional strategies to use during tutoring sessions.  
**Person:** Melissa Saucier  
**Activity:** Instructional Strategies
- Aug 12, 2008:** Share the expectations for having materials to tutors  
**Person:** Cindi Woods/Dena Watson  
**Activity:** Introduction Meeting
- Aug 12, 2008:** Show teachers how to access and look at the Excel Spreadsheet  
**Person:** Sonny Moore  
**Activity:** Introduction Meeting
- Aug 12, 2008:** Creating Excel Database - includes student assessment data, learning statements, progress updates, and communication among staff  
**Person:** Sonny Moore  
**Activity:** Tutoring Groups
- Aug 12, 2008:** Identify the students in need  
**Person:** Cameron Rains  
**Activity:** Tutoring Groups
- Aug 15, 2008:** Meet with Instructional Assistants  
**Person:** Sonny Moore  
**Activity:** Information
- Aug 19, 2008:** Tutors submit weekly student information on progress reports  
**Person:** Patty Ashbaugh  
**Activity:** Tutoring Groups
- Aug 22, 2008:** Meet formally with committee to summarize actions that need to be taken  
**Person:** Exceptional Learners and Program Services-Special Education Committee  
**Activity:** Introduction Meeting
- Aug 25, 2008:** Teachers will communicate student's needs in the tutoring program.  
**Person:** General/Special Education Staff  
**Activity:** Collaboration
- Oct 15, 2008:** Follow up with Staff  
**Person:** Strategy Team  
**Activity:** Information
- Oct 27, 2008:** Teachers will communicate student's needs in the tutoring program.  
**Person:** General/Special Education Staff  
**Activity:** Collaboration

- Dec 15, 2008:** Calculate % of teachers will provide sufficient materials to maximize entire instructional time  
**Person:** Dena Watson  
**Activity:** First semester follow up data
- Dec 15, 2008:** Calculate % of teachers will send materials in a timely manner  
**Person:** Dena Watson  
**Activity:** First semester follow up data
- Dec 15, 2008:** Calculate % of teachers will send skill building materials with students participating in tutoring.  
**Person:** Dena Watson  
**Activity:** First semester follow up data
- Dec 19, 2008:** Make and Take Day  
**Person:** All Staff  
**Activity:** Information
- Dec 19, 2008:** Staff will share effective teaching strategies used in their classroom.  
**Person:** Melissa Saucier  
**Activity:** Instructional Strategies
- Dec 28, 2008:** Teachers will communicate student's needs in the tutoring program.  
**Person:** General/Special Education Staff  
**Activity:** Collaboration
- Mar 1, 2009:** Teachers will communicate student's needs in the tutoring program.  
**Person:** General/Special Education Staff  
**Activity:** Collaboration
- May 3, 2009:** Teachers will communicate student's needs in the tutoring program.  
**Person:** General/Special Education Staff  
**Activity:** Collaboration
- May 15, 2009:** Calculate % of teachers will provide sufficient materials to maximize entire instructional time  
**Person:** Dena Watson  
**Activity:** Final semester follow up data
- May 15, 2009:** Calculate % of teachers will send materials in a timely manner  
**Person:** Dena Watson  
**Activity:** Final semester follow up data
- May 15, 2009:** Calculate % of teachers will send skill building materials with students participating in tutoring.  
**Person:** Dena Watson  
**Activity:** Final semester follow up data

## **Focused Instruction / Curriculum**

- Jul 15, 2008:** Find speaker/coach for differentiation  
**Person:** Kara Sexton  
**Activity:** Speaker/Coach
- Jul 31, 2008:** Set dates for in-service  
**Person:** Kara Sexton  
**Activity:** Speaker/Coach
- Aug 1, 2008:** Plan dates for teacher sharing/planning  
**Person:** Kara Sexton  
**Activity:** Speaker/Coach
- Aug 11, 2008:** Ask classroom teachers to contribute differentiated strategies through teacher survey.  
**Person:** Sarah Ambler  
**Activity:** Checklist contributions

- Aug 11, 2008:** Create teacher survey - number of teachers using differentiated strategies weekly  
**Person:** Sarah Ambler  
**Activity:** Strategy Implementation
- Aug 11, 2008:** Distribute and gather teacher survey  
**Person:** Sarah Ambler  
**Activity:** Strategy Implementation
- Aug 15, 2008:** Tally teacher survey  
**Person:** Sarah Ambler  
**Activity:** Strategy Implementation
- Aug 18, 2008:** Enter baseline data using teacher survey response  
**Person:** Sarah Ambler  
**Activity:** Strategy Implementation
- Aug 22, 2008:** Tally response from Teacher Survey  
**Person:** Sarah Ambler  
**Activity:** Collect baseline data
- Aug 29, 2008:** Add teacher ideas to differentiation checklist.  
**Person:** Melissa Saucier  
**Activity:** Checklist contributions
- Aug 29, 2008:** Create teacher checklist of differentiated strategies  
**Person:** Melissa Saucier  
**Activity:** Strategy Implementation
- Sep 2, 2008:** Check and date teacher checklist based on use of differentiated strategies  
**Person:** Classroom Teachers  
**Activity:** Strategy Implementation
- Sep 2, 2008:** Distribute teacher checklist to all classroom teachers  
**Person:** Kara Sexton  
**Activity:** Strategy Implementation
- Oct 17, 2008:** Tally number of teachers using differentiated on a weekly basis.  
**Person:** Kara Sexton  
**Activity:** Collect differentiation checklists
- Oct 17, 2008:** Collect teacher checklists quarterly  
**Person:** Kara Sexton  
**Activity:** Strategy Implementation
- Dec 18, 2008:** Tally number of teachers using differentiated on a weekly basis.  
**Person:** Kara Sexton  
**Activity:** Collect differentiation checklists
- Mar 13, 2009:** Tally number of teachers using differentiated on a weekly basis.  
**Person:** Kara Sexton  
**Activity:** Collect differentiation checklists
- Apr 14, 2009:** Information survey sent home to parents  
**Person:** Third Grade Teachers and Principal  
**Activity:** Communication with parents
- Apr 28, 2009:** Collect and tally surveys  
**Person:** Focused Instructional Strategy Task Force  
**Activity:** Communication with parents

- May 4, 2009:** Students will take part in a class party, recognizing student growth  
**Person:** Third Grade Teachers  
**Activity:** Celebrations
- May 18, 2009:** Tally number of teachers using differentiated strategies on a weekly basis  
**Person:** Kara Sexton  
**Activity:** Strategy Implementation
- May 22, 2009:** Celebrate successes of progress  
**Person:** Third Grade Teachers and Principal  
**Activity:** Celebrations
- May 22, 2009:** Tally number of teachers using differentiated on a weekly basis.  
**Person:** Kara Sexton  
**Activity:** Collect differentiation checklists

## Parent Involvement

- ✓ **Mar 7, 2008:** Make an attendance sheet for parents to sign in.  
**Person:** Amy Grady  
**Activity:** Open House Prep
  - ✓ **Apr 25, 2008:** Prepare a survey for parents attending the open house to complete.  
**Person:** Parent Involvement Committee  
**Activity:** Open House Prep
- May 10, 2008:** Collect and analyze parent surveys  
**Person:** Lori Stier  
**Activity:** Collect baseline data
- May 10, 2008:** Discuss with staff and vote on a time for open house.  
**Person:** Lori Stier  
**Activity:** Staff Meeting
- Aug 11, 2008:** Decide on incentive for classes with most parent representation.  
**Person:** Grade Level Staff  
**Activity:** Open House Prep
- Aug 15, 2008:** Decide on location for the babysitting.  
**Person:** Bobbie Wayman  
**Activity:** Babysitting for Open House
- Aug 15, 2008:** Set up caregivers from the high school.  
**Person:** Bobbie Wayman  
**Activity:** Babysitting for Open House
- Aug 15, 2008:** Teachers will advertise the dates and times of open house in class newsletters.  
**Person:** Grade Level Staff  
**Activity:** Open House Prep
- Aug 18, 2008:** Advertise the babysitting in the school newsletters.  
**Person:** Principal & Classroom Teachers  
**Activity:** Babysitting for Open House
- Aug 18, 2008:** Inform parents and students of incentive  
**Person:** BES Staff  
**Activity:** Classroom Incentive
- Aug 18, 2008:** Advertise in the school newsletter the dates of the open house.  
**Person:** Principal  
**Activity:** Open House Prep

**Aug 18, 2008:** Principal will determine a compensation for staff for extra hours spent at open house.

**Person:** Principal

**Activity:** Time Compensation

**Aug 20, 2008:** Teachers prepare information for workshops.

**Person:** Grade Level Staff

**Activity:** Open House Prep

**Aug 22, 2008:** Distribute Parent surveys and attendance sheets to the teachers.

**Person:** Lori Stier

**Activity:** Open House Prep

**Aug 22, 2008:** Xerox the parent surveys and the attendance sheets for each teacher.

**Person:** Lori Stier

**Activity:** Open House Prep

**Aug 25, 2008:** Present information to parents at Open House.

**Person:** Grade Level Staff

**Activity:** Open House

**Dec 15, 2008:** Collect and analyze parent surveys

**Person:** Lori Stier

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

**Aug 29, 2009:** Collect and analyze parent surveys

**Person:** Lori Stier

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

## Teacher Mentoring Program

✓ **May 6, 2008:** E-mail asking teachers if they utilize peers for ideas

**Person:** AmySchilawski

**Activity:** Collect baseline data

✓ **May 6, 2008:** Tally responses

**Person:** Amy Schilawski

**Activity:** Collect baseline data

**Aug 11, 2008:** Choose meeting to share monthly

**Person:** Julia Parry

**Activity:** Make Schedule

**Aug 11, 2008:** Compile ideas from periodicals, central office info and teacher trainings (in-service, classes)

**Person:** Cindy Conners

**Activity:** Research discussion topics

**Aug 14, 2008:** Type up schedule

**Person:** Julia Parry

**Activity:** Make Schedule

**Aug 15, 2008:** Choose topic and give to all staff one week before meeting

**Person:** Julia Parry

**Activity:** Research discussion topics

**Aug 17, 2008:** Make schedule available to teachers

**Person:** Cindy Conners

**Activity:** Make Schedule

**Sep 11, 2008:** Complile ideas from periodicals, central office info and teacher trainings (in-service, classes)  
**Person:** Cindy Conners  
**Activity:** Research discussion topics

**Sep 15, 2008:** Choose topic and give to all staff one week before meeting  
**Person:** Julia Parry  
**Activity:** Research discussion topics

**Sep 30, 2008:** Grade Level Chair starts discussion  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Sep 30, 2008:** Summarize ideas for implementation  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Oct 11, 2008:** Complile ideas from periodicals, central office info and teacher trainings (in-service, classes)  
**Person:** Cindy Conners  
**Activity:** Research discussion topics

**Oct 15, 2008:** Choose topic and give to all staff one week before meeting  
**Person:** Julia Parry  
**Activity:** Research discussion topics

**Oct 30, 2008:** Grade Level Chair starts discussion  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Oct 30, 2008:** Summarize ideas for implementation  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Nov 11, 2008:** Complile ideas from periodicals, central office info and teacher trainings (in-service, classes)  
**Person:** Cindy Conners  
**Activity:** Research discussion topics

**Nov 15, 2008:** Choose topic and give to all staff one week before meeting  
**Person:** Julia Parry  
**Activity:** Research discussion topics

**Nov 24, 2008:** Create Tally poster for response to utilizing ideas/strategies  
**Person:** Deanna Merkel  
**Activity:** Collect first semester/trimester follow up data

**Nov 30, 2008:** Grade Level Chair starts discussion  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Nov 30, 2008:** Summarize ideas for implementation  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Dec 4, 2008:** Tally and enter data on-line  
**Person:** Bobbi Wayman  
**Activity:** Collect first semester/trimester follow up data

**Dec 11, 2008:** Complile ideas from periodicals, central office info and teacher trainings (in-service, classes)  
**Person:** Cindy Conners  
**Activity:** Research discussion topics

**Dec 15, 2008:** Choose topic and give to all staff one week before meeting  
**Person:** Julia Parry  
**Activity:** Research discussion topics

**Dec 30, 2008:** Grade Level Chair starts discussion  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Dec 30, 2008:** Summarize ideas for implementation  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Jan 11, 2009:** Complile ideas from periodicals, central office info and teacher trainings (in-service, classes)  
**Person:** Cindy Conners  
**Activity:** Research discussion topics

**Jan 15, 2009:** Choose topic and give to all staff one week before meeting  
**Person:** Julia Parry  
**Activity:** Research discussion topics

**Jan 30, 2009:** Grade Level Chair starts discussion  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Jan 30, 2009:** Summarize ideas for implementation  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Feb 11, 2009:** Complile ideas from periodicals, central office info and teacher trainings (in-service, classes)  
**Person:** Cindy Conners  
**Activity:** Research discussion topics

**Feb 15, 2009:** Choose topic and give to all staff one week before meeting  
**Person:** Julia Parry  
**Activity:** Research discussion topics

**Mar 2, 2009:** Grade Level Chair starts discussion  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Mar 2, 2009:** Summarize ideas for implementation  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Mar 11, 2009:** Complile ideas from periodicals, central office info and teacher trainings (in-service, classes)  
**Person:** Cindy Conners  
**Activity:** Research discussion topics

**Mar 15, 2009:** Choose topic and give to all staff one week before meeting  
**Person:** Julia Parry  
**Activity:** Research discussion topics

**Apr 2, 2009:** Grade Level Chair starts discussion  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

**Apr 2, 2009:** Summarize ideas for implementation  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion

- Apr 11, 2009:** Compile ideas from periodicals, central office info and teacher trainings (in-service, classes)  
**Person:** Cindy Conners  
**Activity:** Research discussion topics
- Apr 15, 2009:** Choose topic and give to all staff one week before meeting  
**Person:** Julia Parry  
**Activity:** Research discussion topics
- Apr 28, 2009:** Post tally poster for responses  
**Person:** Deanna Merkel  
**Activity:** Collect final semester/trimester follow up data
- May 2, 2009:** Grade Level Chair starts discussion  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion
- May 2, 2009:** Summarize ideas for implementation  
**Person:** Grade Level Chairs  
**Activity:** Meeting Discussion
- May 5, 2009:** Tally and enter on-line  
**Person:** Bobbi Wayman  
**Activity:** Collect final semester/trimester follow up data

## Technology Coordination

- May 24, 2008:** Survey teachers on minutes spent per month in computer lab  
**Person:** Dena Watson  
**Activity:** Collect baseline data
- Aug 24, 2008:** Create lab schedule  
**Person:** Teresa Norris  
**Activity:** Scheduling
- Aug 25, 2008:** Overview with Staff  
**Person:** Teresa Norris/Patty Ashbaugh  
**Activity:** Utilization of Software Programs such as Turbo Math, Plato, and Funbrain
- Oct 6, 2008:** Teachers will take their class to the computer lab 90 minutes a month  
**Person:** grades 2-4 teachers  
**Activity:** Instruction
- Nov 6, 2008:** Teachers will take their class to the computer lab 90 minutes a month  
**Person:** grades 2-4 teachers  
**Activity:** Instruction
- Dec 6, 2008:** Teachers will take their class to the computer lab 90 minutes a month  
**Person:** grades 2-4 teachers  
**Activity:** Instruction
- Jan 6, 2009:** Teachers will take their class to the computer lab 90 minutes a month  
**Person:** grades 2-4 teachers  
**Activity:** Instruction
- Jan 9, 2009:** Collect % of classes utilizing the computer lab  
**Person:** Dena Watson  
**Activity:** Collect first semester/trimester follow up data
- Feb 6, 2009:** Teachers will take their class to the computer lab 90 minutes a month  
**Person:** grades 2-4 teachers  
**Activity:** Instruction

**Mar 6, 2009:** Teachers will take their class to the computer lab 90 minutes a month

**Person:** grades 2-4 teachers

**Activity:** Instruction

**Apr 6, 2009:** Teachers will take their class to the computer lab 90 minutes a month

**Person:** grades 2-4 teachers

**Activity:** Instruction

**May 15, 2009:** Collect % of classrooms using the computer lab

**Person:** Dena Watson

**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.

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p><u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p><u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
Jan 31	<p>Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>