

School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:26:37

Pleasant Crossing Elementary (3430)

Clark-Pleasant Com School Corp

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

Pleasant Crossing Elementary

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Kellie Blum - Parent/Guardian
- Debbie Campbell - Teacher
- Shay Dilley - Teacher
- Terry Magnuson - Administrator
- Patrick Neiswinter - Community Representative (Business)
- Diane Ramer - Administrator
- Lori Walsh - Teacher

Strategy Chairs

-
- Brooke Bowling
- Nicole Edens
- Monica Lemon
- Beth Sanchez
- Renna Waalkens

Community Council

- Christine Allen
- Anna Barile - Operations Manager
- Joel Blum - Architect
- Kevin Blum - RN-Case Manager/Trainer
- Bob Dilley - Forensic Scientist
- Patty Dilley - Secretary
- Mike Eads - Site Director
- Esther Faulkner - Girl Scout Leader
- Sharon Goebel - Children's Librarian
- Yvette Hauseer - Volunteer
- Jennifer Hooter - Substitute Teacher
- Mike Hummel - Structural Engineer
- Sally Kippenberg - Teacher
- Mary Lane - ICA Generalist
- Leamon Lorance - Community Member
- Kari Mariner - Parent
- Vicki Mast - Technology Trainer
- Beth Moore - Professor
- Angie Newkirk - Enrollment/Parent Involvement/Community Specialist
- Sara Read - Parent
- Kim Schaftstall - Educator
- Tina Snider - Community Liason
- Ed Stephenson - Police Officer
- Tiffany True - Safe Place/Host Home Coordinator
- Danielle Udrasols - Parent
- Jose Valdez - Roofing Systems
- Sharna Yates - Parent

Vision Statement

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

We believe all students deserve:

A safe and caring environment. Proper resources for the learning environment. To get help when needed. Positive reinforcement for all students. To be treated fairly. To be challenged at their independent skill level. Teachers who utilize a variety teaching strategies meeting individual learning styles. Parents that are involved in their education. All students deserve positive role models in the school setting that model the expectations of the school. Students deserve to be trained on the life skills implemented in the building: truth, trust, lifelong learning, active listening, no putdowns. Students deserve to be taught how to implement these life skills beyond the school setting.

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

Caring about students and fellow adults. They are demonstrating the Lifelong Guidelines each day. They are providing adequate resources for all students to learn. They teach in many different ways. They are aware of each student's learning styles. They listen and are understanding of the situations that surround students. They approach students in a respectful way and expect accountability with all students. They provide extra help and time for all students who need it. The adults engage students in learning activities that expose students to real world situations. Adults monitor homework, attitude, and efforts of the students. Adults give students regular feedback on progress. They give goal setting techniques to improve on strengths and weaknesses.

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

Students are actively participating in their learning. They are respectful of others. They attend school each day. They are determined to improve on their strengths and weaknesses. They have high expectations for themselves and others. They are modeling the life skills. They make good choices each day. They are respectful of other's differences. When mistakes are made they reflect on the actions and learn from them. They deal with conflicts in a positive way. They apply knowledge into real world situations. They seek help from adults. They are inquisitive and seek out knowledge from a variety of resources.

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

- % of students who pass Language ISTEP third grade.: 100%
- % of students who pass Math ISTEP fourth grade.: 100%
- % of students who pass ISTEP Language fourth grade: 100%
- % of students who perform at or above grade level on NWEA Spring grade 2.: 100%
- % of students who perform at or above grade level on NWEA Spring grade 3.: 100%
- % of students who perform at or above grade level on NWEA Spring grade 4.: 100%
- % of students who pass Math ISTEP third grade.: 100%
- % of students who : %

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.

Fourth grade Free and Reduced Students - who passed Language Arts ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	64%	68%	64%	67%		70%		73%		100%

Fourth grade students - who passed Language Arts ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	76%	79%	73%	76%		85%		88%		100%

Third grade free and reduced students - who passed Language Arts ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	58%	63%	69%	72%		75%		78%		100%

Third Grade special education students - who pass Math ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	N/A	17%	28%	46%	49%		52%		55%		100%

Third grade students - who passed Language Arts ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	68%	71%	76%	79%		82%		85%		100%

Areas of Concern

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

Local Areas of Concern

Concern: Students need incentives to reward/promote good attendance.

Our attendance rate is still an area of concern. We border around 94.5 and 95% attendance rate. In order to meet our AYP goal we need around 96%. We know when students are present they learn more.

Concern: Students need awareness of what bully behaviors are and how to deal with them in appropriate ways.

At our discussion meetings. We still have bully behaviors that exist within our student population. Mr. Magnuson noted that many office referrals link to bully behaviors. The school counselor also noted that she had over 100 mediations and most related to bully behaviors.

Concern: Parents of high ability students are not knowledgeable of the high ability programs and testing that is available in our school system.

Our school's high ability committee has continued to address the concern that parents are not knowledgeable of the high ability programs and testing available in our school. Parent surveys have indicated that parents want knowledge of meeting minutes and test that will happen.

Concern: Provide parents the opportunity of affective communication tools through online surveys.

Many parents surveyed last year stated that they are not using some of the current communication tools offered by our school. We are hoping through this year's awareness of these tools the usage will go up next year.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

Local Strategies

Attendance —

The principal will continue incentive programs for attendance weekly, monthly, and at the end of each grading period.

Exceptional Learners - Gifted —

Students who qualify will be placed in the high ability program at PCES. Parents of qualified high ability students will be informed of the program before the school year. This information will help the parents understand the high ability curriculum.

Parent Involvement —

The parent involvement strategy committee will create an on-line survey for parents may take the survey during fall conferences. This will help to determine which current school communication tools are being utilized.

Student awareness of bullying behaviors —

Students of all grade levels will be trained on ways to identify bullying. This will occur with role plays, power points, guest speakers, presentations, and an additional poster. Our InSAI committee, school counselor, school administrator, and teachers will be included in the process. These activities will take place throughout the 2009-2010 school year.

Required Strategies

F. Encourage Rigorous Curriculum: Problem Solving Initiative —

This strategy will provide resources and training for instructional staff in problem solving skills/strategies. The committee will research problem solving programs that are available for grades K-4. The committee will determine all program dates and times. The committee will provide feedback surveys and implementation logs for all instructional staff. Staff will be encouraged to implement this program into their instructional practices during the school year.

I. Focused Academic Area: Special Education —

Study skills/life skills will be provided by special education staff and instructional assistants (as needed) for students in special education who are at risk for failing ISTEP. Instruction will be provided 20 - 30 minutes per week for each grade level (1-4) for 85% of the school year. This will begin on the fourth full week of school.

U. Focused Student Group: Building Relationships —

Teachers and instructional assistants will learn strategies to build relationships based on the Ruby Payne mentor strategies with free and reduced students in grades 1-4. Teachers and instructional assistants will become mentors to selected free and reduced students for the entire school year.

Professional Development

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

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

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

Exceptional Learners - Gifted

No professional development is needed for this strategy.

Parent Involvement

No professional development is needed for this strategy.

Student awareness of bullying behaviors

Professional Development Activity	Funding	Activity Purpose
<i>Purchase Resource Materials</i>	Source: Professional development grant Amount: \$350.00	Information
Brief Description	Intended Participants	Activity Format
Bullying posters needed to hang up in classrooms and in the hallway.	Teachers Counselors Administrators Parents Students	Other

F. Encourage Rigorous Curriculum: Problem Solving Initiative

Professional Development Activity	Funding	Activity Purpose
<i>Resource distribution and training for usage</i>	Source: Professional Development Grant Amount: \$1,350	Information Skill Building
Brief Description	Intended Participants	Activity Format
Books will be purchased for staff along with a video of how the problem solving steps are completed.	Teachers	Talk to Presentation/Workshop

I. Focused Academic Area: Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Instrucional Assistant Training</i>	Source: Professional Development Grant Amount: \$300.00	Skill Building
Brief Description	Intended Participants	Activity Format
Materials used to train instructional assistants and instruct students in study and life skills.	Counselors Students Other	Study Group

U. Focused Student Group: Building Relationships

No professional development is needed for this strategy.

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Students need incentives to reward/promote good attendance.

Data Targets Influenced by This Concern:

- Fourth grade students -- who passed Language Arts ISTEP
- Third grade students -- who passed Language Arts ISTEP

Strategies to Impact This Concern:

- Attendance

Concern: Students need awareness of what bully behaviors are and how to deal with them in appropriate ways.

Data Targets Influenced by This Concern:

- Fourth grade Free and Reduced Students -- who passed Language Arts ISTEP
- Third Grade special education students -- who pass Math ISTEP

Strategies to Impact This Concern:

- Student awareness of bullying behaviors

Concern: Parents of high ability students are not knowledgeable of the high ability programs and testing that is available in our school system.

Data Targets Influenced by This Concern:

- Fourth grade students -- who passed Language Arts ISTEP
- Third grade students -- who passed Language Arts ISTEP

Strategies to Impact This Concern:

- Exceptional Learners - Gifted

Concern: Provide parents the opportunity of affective communication tools through online surveys.

Data Targets Influenced by This Concern:

- Fourth grade students -- who passed Language Arts ISTEP
- Third grade students -- who passed Language Arts ISTEP

Strategies to Impact This Concern:

- Parent Involvement

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- Third Grade special education students -- who pass Math ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Problem Solving Initiative

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- Fourth grade students -- who passed Language Arts ISTEP
- Third grade students -- who passed Language Arts ISTEP

Strategies to Impact This Concern:

- I. Focused Academic Area: Special Education

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Fourth grade Free and Reduced Students -- who passed Language Arts ISTEP
- Third grade free and reduced students -- who passed Language Arts ISTEP

Strategies to Impact This Concern:

- U. Focused Student Group: Building Relationships

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:	School Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes Dibels Administered to all kindergarten and first grade students three times a year.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None at this time	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Encourage Rigorous Curriculum

Mar 13, 2009: Committee will research programs and strategies that will help in problem solving.

Person: Committee

Activity: Research of problem solving strategies

Mar 20, 2009: Programs will be reviewed and a selection will be made.

Person: Committee

Activity: Research of problem solving strategies

Apr 15, 2009: Plan 1/2 day release time with administrator.

Person: Committee

Activity: Information building and overview to program

May 20, 2009: Data will be recorded and collected.

Person: Committee

Activity: Collect baseline survey

May 20, 2009: Initial thoughts

Person: Committee

Activity: Collect baseline survey

May 20, 2009: Tabulate surveys and report to staff.

Person: Committee

Activity: Collect baseline survey

May 20, 2009: What information does the staff still need.

Person: Committee

Activity: Collect baseline survey

May 20, 2009: Keep log sheet of all teachers trained on the program.

Person: Committee

Activity: Information building and overview to program

May 20, 2009: Provide grade level training for overview.

Person: Committee

Activity: Information building and overview to program

May 20, 2009: Watch informational video

Person: Committee

Activity: Information building and overview to program

Aug 29, 2009: Committee will discuss criteria for usage.

Person: Committee

Activity: Resource distribution and training for usage

Aug 29, 2009: Committee will pass out resource books.

Person: Committee

Activity: Resource distribution and training for usage

Nov 10, 2009: Committee will develop a reflection sheet.

Person: Committee

Activity: Collect first semester data

Dec 1, 2009: Give and tabulate survey.
Person: Committee
Activity: Collect first semester data

Dec 20, 2009: Data will be recorded and collected.
Person: Committee
Activity: Collect first semester data

Dec 20, 2009: Report to staff.
Person: Committee
Activity: Collect first semester data

Apr 20, 2010: Give and tabulate survey
Person: Committee
Activity: Collect final second semester data

May 10, 2010: Report to staff.
Person: Committee
Activity: Collect final second semester data

May 20, 2010: Data will be recorded and collected.
Person: Committee
Activity: Collect final second semester data

Exceptional Learners - Gifted

Aug 1, 2009: Letters to parents informing them that their child has qualified for the high ability group.
Person: Sue Whitney
Activity: Letters of qualification

Sep 10, 2009: Gather information, parent letter, and any information parents are given in the fall.
Person: Nathan Baurley
Activity: Gather information

Oct 28, 2009: Invite parents to the high ability corporation meeting.
Person: Sue Whitney
Activity: Parent meeting

Oct 28, 2009: Send home information about the corporation meeting to the parents.
Person: Nathan Baurley and Lori Walsh
Activity: Parent meeting

Jan 30, 2010: Invite parents to the high ability corporation meeting.
Person: Sue Whitney
Activity: Parent meeting

Jan 30, 2010: Send home information about the corporation meeting to the parents.
Person: Nathan Baurley and Lori Walsh
Activity: Parent meeting

Focused Academic Area

Sep 20, 2009: Teachers check +/- for each student on how they are doing for each skill.
Person: Special education teacher
Activity: Collect checklist of grades for grade level

- Sep 20, 2009:** E-mail to grade level teachers to find out what skills are needed.
Person: Melissa Meli
Activity: Determine skills needed
- Sep 20, 2009:** Training of life and study skills
Person: Melissa Meli
Activity: Instrucional Assistant Training
- Sep 20, 2009:** Get students in group in at the front of the line for lunch club/only one day a week.
Person: lunch room supervisors
Activity: Students
- Sep 20, 2009:** Know schedule of which day for each grade level of students that will go at lunch for study/social skills. Call classroom teacher if a student is absent.
Person: Melissa Meli
Activity: Teachers
- Sep 29, 2009:** Based on the e-mail response a checklist will be made.
Person: Melissa Meli
Activity: Determine skills needed
- Sep 29, 2009:** Feedback from grade levels.
Person: Melissa Meli
Activity: Determine skills needed
- Oct 18, 2009:** E-mail to grade level teachers to find out what skills are needed.
Person: Melissa Meli
Activity: Determine skills needed
- Nov 3, 2009:** Feedback from grade levels.
Person: Melissa Meli
Activity: Determine skills needed
- Nov 15, 2009:** E-mail to grade level teachers to find out what skills are needed.
Person: Melissa Meli
Activity: Determine skills needed
- Dec 1, 2009:** Feedback from grade levels.
Person: Melissa Meli
Activity: Determine skills needed
- Dec 20, 2009:** E-mail to grade level teachers to find out what skills are needed.
Person: Melissa Meli
Activity: Determine skills needed
- Dec 29, 2009:** Feedback from grade levels.
Person: Melissa Meli
Activity: Determine skills needed
- Jan 17, 2010:** E-mail to grade level teachers to find out what skills are needed.
Person: Melissa Meli
Activity: Determine skills needed
- Jan 20, 2010:** Special education teacher will compile checklists from teachers.
Person: Special education teacher
Activity: Collect checklist of skills for grade level
- Jan 20, 2010:** Tally semester of checklists.
Person: Special education teacher
Activity: Collect checklist of skills for grade level

Jan 20, 2010: Teachers check +/- for each student on how they are doing for each skill.

Person: Special education teacher and Instructional assistant

Activity: Collect checklist of skills for grade level

Feb 2, 2010: Feedback from grade levels.

Person: Melissa Meli

Activity: Determine skills needed

Feb 21, 2010: E-mail to grade level teachers to find out what skills are needed.

Person: Melissa Meli

Activity: Determine skills needed

Mar 2, 2010: Feedback from grade levels.

Person: Melissa Meli

Activity: Determine skills needed

Mar 21, 2010: E-mail to grade level teachers to find out what skills are needed.

Person: Melissa Meli

Activity: Determine skills needed

Mar 30, 2010: Feedback from grade levels.

Person: Melissa Meli

Activity: Determine skills needed

Apr 18, 2010: E-mail to grade level teachers to find out what skills are needed.

Person: Melissa Meli

Activity: Determine skills needed

Apr 20, 2010: Special education teacher will compile checklists from teachers.

Person: Special education teacher

Activity: Collect final semester/trimester follow up data

Apr 20, 2010: Teachers check +/- for each student on how they are doing for each skill.

Person: Special education teacher and Instructional assistant

Activity: Collect final semester/trimester follow up data

May 4, 2010: Feedback from grade levels.

Person: Melissa Meli

Activity: Determine skills needed

May 15, 2010: Skills checklist from teachers for next year.

Person: Grade level teachers

Activity: Determine skills needed

May 16, 2010: E-mail to grade level teachers to find out what skills are needed.

Person: Melissa Meli

Activity: Determine skills needed

Focused Student Group

Aug 30, 2009: Log sheet of the number of volunteers

Person: Building Relationships Committee

Activity: Volunteer log sheet

Sep 1, 2009: Get free and reduced student list from secretary.

Person: Beth Sanchez

Activity: Match teacher with student(s)

Sep 11, 2009: Each teacher selects 1-2 students from free and reduced list for mentor program.

Person: Brooke Bowling and Beth Sanchez

Activity: Match teacher with student(s)

- Sep 25, 2009:** Introduction of mentor program at a faculty meeting.
Person: Strategy Chairs and Diane Ramer
Activity: Introduce strategy to staff
- Sep 25, 2009:** Skit to help introduce strategy to staff.
Person: Suzy Moffatt and Becki Armbruster
Activity: Introduce strategy to staff
- Sep 25, 2009:** Staff will receive survey.
Person: Diane Ramer and Brooke Bowling
Activity: Introduce strategy to staff
- Sep 30, 2009:** Explain it is a volunteer program and not required
Person: Committee
Activity: Introduction to staff
- Sep 30, 2009:** Fun skit at intro to program faculty meeting.
Person: Suzy Moffatt and Becki Armbruster
Activity: Introduction to staff
- Oct 15, 2009:** Assign mentors
Person: Beth Sanchez and Brooke Bowling
Activity: Assignment of mentors/committee meeting
- Oct 15, 2009:** Reminders and suggestions will be sent to mentors.
Person: Tonja Smith
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud
- Oct 31, 2009:** Send list of mentors and students to staff.
Person: Committee
Activity: Assignment of mentors/committee meeting
- Oct 31, 2009:** Offer jeans coupons and duty free coupons for participation.
Person: Principal
Activity: Introduction to staff
- Oct 31, 2009:** Create a log sheet.
Person: Shay Dilley
Activity: Log sheets
- Oct 31, 2009:** Faculty meeting where the counselor will connect mentor program with Ruby Payne strategies discussing forming a significant relationship with students.
Person: Committee with Brooke Bowling
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud
- Oct 31, 2009:** Teachers will receive a guide and list of suggestions for mentoring.
Person: Committee and Brooke Bowling
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud
- Nov 15, 2009:** Collect logs at monthly faculty meetings
Person: Strategy Chairs
Activity: Log sheets
- Nov 15, 2009:** Positive reports will be given at faculty meetings.
Person: Committee
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud
- Nov 15, 2009:** Reminders and suggestions will be sent to mentors.
Person: Tonja Smith
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud

Dec 15, 2009: Log sheets will be collected and talked at faculty meetings
Person: Building Relationships Committee
Activity: Log sheets

Dec 15, 2009: Reminders and suggestions will be sent to mentors.
Person: Tonja Smith
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud

Dec 20, 2009: Collect logs at monthly faculty meetings
Person: Strategy Chairs
Activity: Log sheets

Dec 20, 2009: Positive reports will be given at faculty meetings.
Person: Committee
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud

Jan 15, 2010: Reminders and suggestions will be sent to mentors.
Person: Tonja Smith
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud

Jan 17, 2010: Collect logs at monthly faculty meetings
Person: Strategy Chairs
Activity: Log sheets

Jan 17, 2010: Positive reports will be given at faculty meetings.
Person: Committee
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud

Jan 19, 2010: Log sheets will be collected and talked at faculty meetings
Person: Building Relationships Committee
Activity: Log sheets

Feb 15, 2010: Reminders and suggestions will be sent to mentors.
Person: Tonja Smith
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud

Feb 16, 2010: Log sheets will be collected and talked at faculty meetings
Person: Building Relationships Committee
Activity: Log sheets

Feb 21, 2010: Collect logs at monthly faculty meetings
Person: Strategy Chairs
Activity: Log sheets

Feb 21, 2010: Positive reports will be given at faculty meetings.
Person: Committee
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud

Mar 15, 2010: Reminders and suggestions will be sent to mentors.
Person: Tonja Smith
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud

Mar 16, 2010: Log sheets will be collected and talked at faculty meetings
Person: Building Relationships Committee
Activity: Log sheets

Mar 21, 2010: Collect logs at monthly faculty meetings
Person: Strategy Chairs
Activity: Log sheets

- Mar 21, 2010:** Positive reports will be given at faculty meetings.
Person: Committee
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud
- Apr 15, 2010:** Collect logs at monthly faculty meetings
Person: Strategy Chairs
Activity: Log sheets
- Apr 15, 2010:** Reminders and suggestions will be sent to mentors.
Person: Tonja Smith
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud
- Apr 15, 2010:** Create and distribute survey on effectiveness of program to all staff.
Person: Brooke Bowling
Activity: Survey
- Apr 18, 2010:** Positive reports will be given at faculty meetings.
Person: Committee
Activity: Staff will use strategies they learned during the 08-09 school year to build relationships with stud
- Apr 19, 2010:** Survey to asses program
Person: Building Relationships Committee
Activity: Survey
- Apr 20, 2010:** Log sheets will be collected and talked at faculty meetings
Person: Building Relationships Committee
Activity: Log sheets

Parent Involvement

- Oct 1, 2009:** Place parent survey on-line.
Person: Renna Waalkens/Rebecca Rinehart
Activity: Parent Survey
- Oct 18, 2009:** Parents take survey during fall conferences.
Person: Renna Waalkens/Rebecca Rinehart
Activity: Parent Survey
- Nov 1, 2009:** Gather the survey results.
Person: Renna Waalkens/Rebecca Rinehart
Activity: Parent Survey
- Nov 12, 2009:** Give feedback of survey results by e-mail to entire staff.
Person: Renna Waalkens
Activity: Parent Survey
- May 12, 2010:** Second semester survey will be given to parents during conferences.
Person: Renna Waalkens
Activity: Parent Survey
- May 19, 2010:** Gather the survey results.
Person: Renna Waalkens
Activity: Parent Survey
- May 21, 2010:** Give feedback of survey results by e-mail to entire staff.
Person: Renna Waalkens
Activity: Parent Survey

Student awareness of bullying behaviors

May 30, 2009: Purchase reader's theater.

Person: Committee

Activity: Student Council Reader's Theater

Sep 1, 2009: Distribute resource materials to staff.

Person: Committee

Activity: Purchase Resource Materials

Sep 28, 2009: Session one for all grades

Person: Administration and counselor

Activity: Bullying presentation made by administration and counselor.

Sep 30, 2009: An additional poster will be purchased about bullying.

Person: Committee

Activity: Poster Purchase

Sep 30, 2009: Student Council will rehearse their reader's theater.

Person: Missy Medoza

Activity: Student Council Reader's Theater

Oct 31, 2009: Posters will be distributed to teachers.

Person: Committee

Activity: Poster Purchase

Oct 31, 2009: Student council will perform the reader's theater for first grade.

Person: Missy Mendoza

Activity: Student Council Reader's Theater

Oct 31, 2009: Student council will perform the reader's theater for fourth grade.

Person: Missy Mendoza

Activity: Student Council Reader's Theater

Oct 31, 2009: Student council will perform the reader's theater for kindergarten.

Person: Missy Mendoza

Activity: Student Council Reader's Theater

Oct 31, 2009: Student council will perform the reader's theater for second grade.

Person: Missy Medoza

Activity: Student Council Reader's Theater

Oct 31, 2009: Student council will perform the reader's theater for third grade.

Person: Missy Mendoza

Activity: Student Council Reader's Theater

Oct 31, 2009: Bullying survey will be created.

Person: Committee

Activity: Survey

Nov 10, 2009: Survey will be distributed and completed by all staff.

Person: Committee

Activity: Survey

Dec 15, 2009: Survey will be tabulated and sent to staff via e-mail.

Person: Committee

Activity: Survey

Apr 15, 2010: Survey will be distributed and completed by all staff.

Person: Committee

Activity: Survey

Apr 20, 2010: Session two for all grades

Person: Administration and counselor

Activity: Bullying presentation made by administration and counselor.

May 1, 2010: Survey will be tabulated and sent to staff via e-mail

Person: Committee

Activity: Survey

Continuous Improvement Timeline

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