

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 22, 2009 12:39:32**

### **Longfellow Elementary School (3885)**

**Lake Ridge Schools**

**Gary, 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:



*Indiana Student Achievement Institute*  
931 25th Street  
Columbus, IN 47201  
Phone: 812-669-0009  
Email: [asai@asainstitute.org](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Reviewer Guide . . . . . 4
- Who Wrote this School Improvement Plan? . . . . . 5
- Vision Statement . . . . . 7
- Academic Goals . . . . . 9
- Areas of Concern . . . . . 11
- Strategies . . . . . 13
- Professional Development . . . . . 17
- Relationship Report -- Areas of Concern / Strategies / Data Targets . . . . . 24
- Force Field Excerpt . . . . . 29
- To-Do List . . . . . 30
- Continuous Improvement Timeline . . . . . 83

# School Improvement Plan Introduction

Longfellow Elementary School

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

- Indiana Student Achievement Institute
- PL221
- Title I Schoolwide
- Schools in Improvement (NCLB)

## **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-Making**

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

- Pam Balint - Teacher
- Deb Carlson - Administrator
- Kerrie Dye - Parent/Guardian
- Karen Laird - Teacher
- Terri Waugaman - Teacher
- Josie Werhowatz - School Counselor

## Strategy Chairs

- Deb Carlson
- Deb Carlson
- Christina Gutierrez
- Dameca Harrison
- Tabitha Henry
- LuAnn Keltner
- Lesi Marsh
- Bonnie Walling
- Terri Waugaman
- Josie Werhowatz
- Christine Woerner

## Community Council

- Connie Ashlock
- Gail Bieker - Food Preparer
- Jan Cingrel
- David Czynscon - Manager
- Derek Dembowski - Pipefitter/Apprentice Teacher
- Brian Denney
- Mary Didelot - Professor
- Kerrie Dye - Engineering Assistant
- Linda Flint - Math Teacher
- Kelly Gossman - Guidance Counselor
- Mary Jo Graig - Secretary
- Nancy Gryzch
- Dameca Harrison - Teacher
- Chris Hererra - Police Officer
- Lisa Hollingsworth - Professor
- Jane Hoyle - Teacher
- Sharon Johnson-Shirley - Superintendent
- Estelle Keck-Becke - School Board Member
- Misty Kronland - PTC President
- Alisha Ley Daniels - Homemaker
- Brandy Lohse
- Mike Lohse - Manager
- Toni Modglin - First Steps Coordinator

- George Mose - Union Plumber
- Melinda Myer
- Hilda Negrete - Security Manager
- Jane Nelson - Advisor/Education License Coordinator
- Kathy Paniaguas
- Christina Repko - Parent
- Tina Rivera - Medical Assistant
- Kathy Russell - Homemaker
- Patrice Salus - Matron
- Andrew Trevino - Teacher
- Cynthia Trevino - Counselor
- Tanya Tribble
- Nancy Urtz
- Ray Vargas
- Trina Vargas - Teacher's Aide

# Vision Statement

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

## **We believe all students deserve:**

We believe that all students deserve to be surrounded by adults who believe in them and have high expectations for their success at school. We believe that all students deserve to be taught a challenging curriculum based on individualized instruction. We believe that effective teachers utilize a variety of teaching strategies. We believe that students are praised often and allowed to learn from their mistakes. We believe that reading is an important life-long skill and our teachers are committed to teaching every child to read. We believe that student success is encouraged by a supportive family, a school counselor and positive role models. Furthermore, a high expectation for student success is encouraged by social acceptance within our school atmosphere. We believe that all students deserve to learn in a safe environment with no bullying. All members within Longfellow receive and show respect to each other. Students have opportunities to learn responsibility, develop self-worth, and create individual uniqueness. Students are listened to and accepted in a nurturing manner. We believe that these high expectations create successful students at Longfellow.

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

All staff, teachers, community members, and parents place a high value on education. To insure that all students learn, adults provide a safe and caring environment. All adults show respect toward one another and toward students at all times.

All teachers provide an organized, well-planned instructional day. Teachers involve and engage students in learning activities throughout the day. Students are accepted at their instructional level and lessons are planned to meet their individual needs. Teachers are knowledgeable regarding Indiana Academic Standards and these standards drive the curriculum taught at Longfellow. Teachers keep current with new research and base instructional decisions on this research. Teachers assess students on a regular basis and use the data collected to identify students that need additional help to master the curriculum. Teachers provide consistent feedback to students about their learning. Teachers provide students with fun, creative activities that motivate students to learn. Field trips are planned to provide real-world experiences for the students. Teachers are aware of and utilize information about different learning styles to provide the best learning experiences for students. Teachers are willing to take risks and think "outside of the box" to insure student success. Teachers consistently question their teaching methods and engage in self-reflection to improve instruction. Teachers collaborate and share with colleagues to create an environment where everyone works together for the good of students.

All teachers at Longfellow strive to be positive role models for students, staff, and community. Teachers are passionate about their jobs, enjoy working with children, and are generous with their time and talent. Teachers at Longfellow are often seen laughing, smiling, and happy. Teachers are friendly and model good manners toward students, parents, and other staff members. Teachers establish a positive classroom climate by being patient, respectful, open-minded, and understanding. Teachers encourage students to the best that they can be. Teachers are caring and nurturing toward students. Teachers listen to students and offer assistance as needed. Teachers are flexible and are willing to accept change to meet the changing needs of students. Teachers at Longfellow create a safe emotional and physical learning environment. Teachers are perceptive, observant, and are aware of what is going on with their students in the school. Teachers are attentive to students' needs. Teachers provide a consistent and fair classroom management plan to encourage positive student behavior. Teachers use praise, rewards, and classroom discussion to promote appropriate social behavior. Teachers encourage and welcome parent involvement in student learning.

The parents of Longfellow students support their child's success in school. Parents send their child to school on-time each day, except for illness. When possible, parents schedule appointments after the school day. At home, parents check their child's backpack each day for daily work and notes. Parents help students correct mistakes on their schoolwork. Parents talk to their children daily about what was learned in school. Parents read daily to/or with their child. Parents make sure their child completes all homework and the homework is done correctly. Parents limit the amount of television and movies their child watches and instead encourage educational activities. Parents are often seen volunteering in their child's classroom and throughout the building. Parents attend all conferences. When possible, parents attend field trips, Family Nights, PTC meetings, and school board meetings.

Parents and Community members positively discuss Longfellow School. Some parents and community members are mentors for students. Parents and community members speak to students about career choices. Businesses in the community offer awards for student achievement. Businesses in the community help subsidize school events with donations of money, time, and supplies. Community members and parents attend meetings to discuss ways to solve problems. Longfellow School is used for a variety of community events.

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

In this environment where all adults are living by their core convictions, all students have high expectations for their success at school. Students take great pride in their academics. They are always punctual, prepared, and ready to learn. Students are active participants in the learning environment. They remain focused, attentive, organized, and on task at all times. Students are encouraged to try their best by double checking their work, taking risks, and utilizing differentiated learning strategies. All of our students are accomplished readers, writers, and speakers. All of our students are constantly challenging the learning environment through their knowledge and inquisitiveness.

The high achieving, successful student at Longfellow Elementary is supported socially by all adults in the school and community. In turn this environment encourages all students to be independent, but cooperative; respectful, as well as responsible. They work well with others and are positive role models to their peers. They create a safe environment for each other by being compassionate, mature, encouraging, and helpful. Our students exhibit good manners by being polite, kind, loving, caring, generous, and are thoughtful to their friends. As a result the student climate is one with happy, laughing, fun, and playful students!

Because of the expectation of high academic and social achievement for all students, the environment of the school community is composed of students that are enthusiastic and enjoy coming to school. This evidence is excellently communicated indirectly through their smiles and thankfulness and directly through their exceptional listening habits and their observance of school procedures. Students are encouraged to take a chance and make mistakes, creatively solve problems, and use their common sense. They show respect for the school environment by taking care of their supplies and each other by offering and accepting praise. Because of this evidence, a safe environment is created and the students basic needs are met to achieve high success.

As a result of these efforts, our school's student achievement and choice data will be reflected in the following educational indicators by 100% of the students: passing ISTEP Math and Language Arts, passing NWEA in all subjects, passing the Lake Ridge District Quarterly Assessment, passing Longfellow Reading and Problem-Solving Assessments, completing school without discipline referrals, participating in academic extra-curricular activities, graduating with perfect attendance, graduating high school with an AHD, planning to go to college, and completing college or a trade school.

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

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Language Arts: 100%
- % of students who pass NWEA, all subjects: 100%
- % of students who pass Lake Ridge District grade level tests: 100%
- % of students who pass Longfellow Reading Assessment: 100%
- % of students who pass Longfellow Problem Solving Assessment: 100%
- % of students who graduate high school with an AHD: 100%
- % of students who complete college/trade school: 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.

### 3rd grade students - Percent Students Passing ISTEP Problem Solving

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	
78%	70%	75%	86%	80%		85%		90%		95%		100%

### 4th Grade Students - Percent Students Passing ISTEP Writing Applications

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	
71%	75%	80%	57%	85%		90%		95%		97%		100

### 5th grade boys - Percent Students Passing ISTEP English/Language Arts

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	
57%	75%	80%	65%	85%		90%		95%		97%		100%

### 5th grade students - Percent Students Passing ISTEP Literary Response

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	
67%	68%	73%	67%	78%		83%		88%		92%		100%

### 5th grade students - Percent Students Passing ISTEP Reading Comprehension

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	
66%	72%	77%	70%	82%		87%		92%		97%		100%

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

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	
61%	61.6%	68%	62.20%	74.4%		80.8%		86.8%		92%		100%

**Free and reduced lunch students - % passing Language Arts (AYP) ISTEP LA**

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	66%	n/a	62%	64%		68%		70%		72%		100%

**Special Education - Percent of students passing ISTEP Language Arts**

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	
	32.4		22.9	25%		30%		35%		40%		100%

**Special Education students - Percent of students passing ISTEP Math**

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	
	47.1		42.4	45%		50%		55%		60%		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 more structured extra curricular activity**

Students are reporting that they have no other activities to be in during the school day or after.

### **Concern: Parents can be involved in extra curricular activities at school.**

Teachers and parents felt the need for involvement in extra curricular activities.

## Required Areas of Concern

### **A. Parent Involvement**

### **F. Encourage Rigorous Curriculum**

### **I. Focused Academic Area**

### **J. Instruction by Highly Qualified Teachers**

### **K. Attracting Highly Qualified Teachers**

### **L. Early Childhood Transition**

### **M. Parent Notice - Assessment Results**

### **N. Parent Notice - School in Improvement**

### **O. Extended Learning Activities**

### **P. Teacher Mentoring Program**

**Q. School-Parent Involvement Policy**

**R1. Parent Right-to-Know Letter - Qualifications**

**R2. Parent Right-to-Know Letter - Non-Qualified Teacher**

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**V. Peer Review for SIP**

**W. Timely Additional Assistance**

# Strategies

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

## Local Strategies

### Climate: Y.E.S. (Youth Exploration Stations) —

Longfellow Elementary will begin to explore changing the climate of our school through the incorporation of interest clubs. Interest clubs are groups of children who share enthusiasm for similar activities. These clubs will have the ability to be flexible throughout a school year. Once interest is lost, new clubs could be formed. These causes could be due to weather change, poor attendance. Our first year will consist of surveying and collecting data from teachers, parents and children to determine what interest groups could be formed. If interest has been established, we will proceed to find volunteers, create clubs, work out schedules, and provide space.

## Required Strategies

### A. Parent Involvement: Communication —

To help parents communicate with their child's teacher, Longfellow School will: 1. Hold parent-teacher conferences twice per year. The Title I teacher will provide tips for teachers and parents about parent-teacher conferences. 2. The teacher will have a classroom websites to be accessed on the school's website. Information about each teacher's expectations, grade-level appropriate curriculum, and activities will be included. 3. A computer will be available in the entranceway at Longfellow School for parents to use to access their child's classroom website.

### A. Parent Involvement: Community Career Day —

A Community Career Day will be scheduled once per year. Community members and parents will be encouraged to participate and share information about their career with students.

### A. Parent Involvement: Parenting Skills for Educational Success —

To help parents learn parenting skills related to educational success Longfellow School will provide: 1. Two Family Nights will be scheduled. Literacy Night will be in November, and Science/Math night will be in January. The Family Nights will include parent tips about how parents can help their child with literacy, math, and science activities. 2. A Home-School Connection and Building Readers newsletter will be sent home each month and posted on the school website. 3. A Title I page that includes parent tips will be included in the school newspaper and on the Title 1 website through out the school year. 4. A Parents Count link will be included on our school website. This link has parenting ideas and specific help for parents. 5. A parent brochure table will be available in the front hallway year round. It will contain parenting materials including books and DVD's for checkout. 6. The Title I teacher will maintain a Title I webpage on the school website that includes family activities to encourage literacy.

### F. Encourage Rigorous Curriculum: Guided Reading —

On a daily basis, grades 1-5 will begin to implement guided reading in the beginning of October and Kindergarten teachers will implement guided reading in the beginning of November. Guided reading includes all children in the classroom working in a small flexible group of 4-6 children at the same instructional level. The teacher will conduct running records on every child using the Fountas and Pinnell Benchmark Kits. These running records will give the teacher data on each child's reading level, phonemic awareness, fluency, and comprehension level. The running records will be collected three times a year and submitted on an Excel spreadsheet that will track the individual levels of the students. The teacher will design flexible groups, which are subject to change based on the child's instructional level from the running record. The teacher meets with each guided reading group 4 times a week and will use leveled reading material from the book room. In grades K-2 the teacher may meet 10-15 minutes with an individual group. In grades 3-5 the teacher may meet 15-20 minutes with each group. During this individualized guided reading group, the teacher will focus on each group's unique needs or even individual needs, and work on the reading strategy for the month. In this small group setting, the children learn reading strategies to aid them in the discovery of reading. The teacher also focuses on the comprehension strategy of the month, which mirrors the strategy being taught for Interactive Read Aloud. While in the guided reading groups, the teacher will take anecdotal notes on each child as she/he listens to them read independently. This will allow the teacher to individualize the lesson plans for the next day. In addition the

groups may be given an extension activity to work on at their seat or at home.

#### **I. Focused Academic Area: Interactive Read Aloud/ Independent Reading-Conferences —**

Teachers K-5 conduct an interactive read aloud where the teacher reads out loud to the whole class and focus on reading comprehension strategies of the month from their grade level. The teacher begins with an explicit description of a comprehension strategy and how it is used. The teachers will model the strategy for the students. The students will then carry this learning over into their Independent reading by keeping a log of what materials they may be reading and also how the strategy has helped them read the material. The teacher will gather this information through a brief five minute conference with the each student in the room, interviewing 4-5 students daily. The teacher may use a checklist, write anecdotal records when he/she meets with the student. The shared component of this strategy is the students will lead a discussion about what they have read through familiar techniques using a sharing table, buddy sharing, or four square.

#### **I. Focused Academic Area: Interactive Writing —**

With writing as a component of the Balance Literacy framework, teachers, K-5 will choose monthly the Language Arts focus for their grade level to emphasize during the Interactive Writing time that will take place a minimum of three days per week. The Interactive Writing is a mini-lesson prepared by the teacher using the language focus the grade level determined. The teacher shares a pen with a group of children, both figuratively and literally. A piece of writing is shared letter by letter, word by word. A piece is read many times and revisited and then may be posted as an anchor chart in the classroom for students to use as a resource. The Interactive Writing will provide necessary opportunities for teachers to focus on letter sounds, language acquisitions, repetition of word usage and language acquisition through writing, and other phonemic awareness strategies necessary for beginning readers to better acquire reading skills.

#### **I. Focused Academic Area: Problem Solving —**

Teachers will incorporate math problem solving strategies into the current math curriculum. A new math problem solving strategy will be utilized each month. Teachers are to include this strategy in their math instruction at least three times a week. The math committee will conduct a training session during the first semester and a training session during the second semester. During these sessions, problem solving strategies will be shown to teachers along with ideas on how to implement the monthly strategies. To ensure that these strategies are implemented into the current curriculum, one student sample per grade level, that shows the student did the strategy for the month will be collected.

#### **J. Instruction by Highly Qualified Teachers —**

Longfellow ensures that all teachers are highly qualified through the use of the HOUSSE form. The HOUSSE form is the State of Indiana's rubric to ensure that all teachers meet NCLB's highly qualified criteria. Each teacher candidate fills out the HOUSSE form prior to employment. If the criteria are not met, the candidate is not considered for employment. Every veteran teacher must also complete and meet the HOUSSE form and criteria. If all criteria are not met, teachers are provided the opportunity for professional development and growth to meet such criteria. The building principal verifies that such criteria is then met. A highly qualified teacher list will be maintained.

#### **K. Attracting Highly Qualified Teachers —**

Longfellow works with local colleges in the area to attract highly qualified teachers in the area. Our district sends out a brochure and puts postings on the Purdue Calumet and Indiana University educational department sites. We also send posting to Northwest Indiana Service Center.

#### **L. Early Childhood Transition: Fantastic Fours —**

A minimum of nine times, four year olds, along with their parents who reside within Longfellow Boundaries will have an opportunity to participate in an Early Childhood Assistance program. The child along with their parent will participate in enrichment activities, that will be presented by teachers to help prepare them for kindergarten.

#### **M. Parent Notice - Assessment Results —**

Parents receive test results on the following schedule: NWEA results are sent home to all Kindergarten through 5th grade parents 3 times per year, Fall, Winter, and Spring after testing. These results are given to parents showing a graph of the students achievement, the students growth from spring to fall. This information is also printable in spanish. ISTEP results are sent home to all 3rd, 4th, and 5th grade parents in Spring the parents have an information sheet that lets them know how to read through the information. This is also given in spanish. Indiana Reading Assessment results are sent home to Kindergarten, first, and second grade parents after the testing is completed in October, January, and April. Classroom teachers are responsible for sending home the assessment results. Along with these results is a graph of the child's overall improvement and an information sheet on how to read the data also provide in spanish.

#### **N. Parent Notice - School in Improvement —**

Each fall, a letter will be prepared by the Title I teacher and signed by the principal to be sent to all parents. This letter will inform parents our school did not make AYP and parents have the option of transferring their child to another school within the district. Parents will also be notified that the cost of transportation for the transferring students will be covered by the school district. Notification for supplemental services will be added to our notification this year, parents will receive information on all services Longfellow is to provide by the state. Also included in the letter will be an invitation to the Parent Involvement meeting in the fall and some of our school improvement strategies.

#### **O. Extended Learning Activities: Early Start —**

K-1 students will receive 30 minutes daily in the Early Start program before school. A certified teacher will conduct the sessions with the assistance of the Title I aides. These sessions will be available from October through May depending on Title I funding. Parents will provide transportation so students will be able to attend the sessions. These opportunities will consist of language arts activities that will utilize a Balanced Literacy program and address math using non-traditional methods at the students' appropriate reading/math levels. The additional instruction is to be dictated by the areas of need as indicated by any/all of the following: NWEA, ISTEP, the Indiana State Reading Assessment, and teacher recommendation.

#### **O. Extended Learning Activities: Supplemental Educational Services (SES) —**

Longfellow Elementary school is required under the laws of Title I school wide to provide SES to our free and reduce lunch student population. SES is additional academic services outside the school day, this will be done after school with an approved tutoring agency two times a week in reading, language arts, and math.

#### **P. Teacher Mentoring Program: Literacy Coaching —**

Longfellow teachers k-5 and special education teachers will receive coaching in the balanced literacy frameworks; interactive read aloud/interactive writing, guided reading/guided writing, independent reading/writers workshop, shared reading/shared writing. The Literacy coach will do training/workshops on the various areas of the frameworks. The coach will meet with the teachers before a coaching session to determine the area the teacher would like to focus on. The coach will observe the teacher and provide positive feedback with some suggestions and literature the teacher can investigate for the next coaching session. The coach may also teach various parts of the frameworks and model for the teacher the philosophy and beliefs of balanced literacy. The coaching will occur throughout the year.

#### **Q. School-Parent Involvement Policy —**

All Longfellow parents will be invited to attend five Community Council meetings during the school year. The meetings will be planned and presented by the Core Team of the School Improvement Committee. During these meetings, parents will have the opportunity to review and give input into the school improvement plan and the parent involvement policy. The Parent Involvement policy will include all the components listed on the department of education's school parent involvement policy checklist. All parents will receive a copy of the policy and it will be offered in Spanish. The policy will be posted on the school website and a paper copy will be handed out to parents at the Title I Annual Parent Meeting/Back to School Night and also at other flexible meetings throughout the year.

#### **R1. Parent Right-to-Know Letter - Qualifications —**

Each year, Longfellow School will post the Highly Qualified Teacher letter and the Parent-Right-to-Know letter on our school website under the Title 1 Page. This letter will be updated yearly and follow the checklist provided by the department of education's Parent Right to Know Checklist it will be sent by the title 1 teacher and passed out during the open house to all parents and also available in Spanish.

#### **R2. Parent Right-to-Know Letter - Non-Qualified Teacher —**

Longfellow school will send timely notice to parents of students who are in the situation where the student is assigned to a teacher for four consecutive weeks who is not highly qualified. This information regarding the professional qualifications of your student's classroom teachers shall be mailed home and also be available in Spanish.

#### **S. School-Parent Compact —**

Each year, the School-Parent Compact will be included in the Longfellow Parent/School Handbook. The School-Parent Compact will outline the responsibilities for parents, students, and Longfellow staff for improved student achievement for all students. The school-parent compact will also contain all the components from the department of education's school parent compact checklist! The School-Parent Compact will be provided to each child enrolled at Longfellow School yearly and will be provided to new students as they come in during the school year and offered in Spanish. The School-Parent Compact is also posted on the Longfellow Website under Title 1 and is displayed on the Parent Corner Bulletin board located in the front

hallway.

**T. Annual Parent Meeting —**

In the fall, Longfellow School will hold an annual parent meeting during the Open House the day before school begins it will be offered during the daytime and into the evening. Longfellow will offer another annual informational meeting for those that could not attend during the morning and again in the evening. During this meeting, parents will be informed of Longfellow's Title I schoolwide program and the rights of all parents with regard to the program. Parents will be provided with or given the website to a copy of the appropriate grade level Indiana Academic Standards for their child and a copy of the School-Parent Involvement Policy plus the School-Parent Compact. Parents will be informed of all district-wide assessments their child will be participating in including but not limited to NWEA, ISTEP+, Indiana Reading Assessment, and Fountas & Pinnel Benchmark kits for running records. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

**U. Focused Student Group: Special education math methods —**

The math special education (sped) curriculum will be strengthened by researching similar schools with similar special education numbers and populations that have met the ISTEP . The special education teacher will send inquiries to these schools to research different special education methodologies and delivery of services to the special education population. This research will then be implemented and analyzed to determine best practices to implement and share with our special education population on a monthly basis. The special education teacher will administer a pre/post test from the CBM warehouse to determine effectiveness of the methods.

**V. Peer Review for SIP —**

At the beginning of August, the principal and the Title 1 teacher will meet with a school in our area that was successful in meeting the AYP and has significantly higher academic performance for a peer review of our school improvement plan. In that review we will go over the ten components of a school improvement plan and complete the peer review form located on the Indiana's Department of Education's website. During the completion of this form the Title 1 teacher will place the form in the school improvement evidence binder for review by InSAI.

**W. Timely Additional Assistance: Double Dose of Reading and Writing —**

The core academic curriculum will be strengthened for special education students with research based strategies in the core academic subjects of reading and writing. The reading curriculum will continue to be strengthened for special education students through a double dose of guided reading provided by both the special education teacher and general education teachers on a daily basis. The reading curriculum will also be strengthened through double doses of interactive read aloud instruction by both general and special education teachers on a minimum of a weekly basis. Effectiveness of the reading strategies will be evaluative both qualitatively and quantitatively by both teachers. The use of the teacher observations, anecdotal records, and assessments using the Fountas & Pinnell benchmark kits, NWEA, Descarte, the Compass computer program and ISTEP will be used for both formative and summative evaluation. The writing curriculum will be strengthened through double dose of interactive writing with both the general and special ed teacher at least 3 times a week. Effectiveness of the strategy will be evaluated and monitored through the data collected for the interactive writing strategies, NWEA, Descarte, the Compass computer program and ISTEP. Grade level discussions, interventions and support will also offer special educational students opportunities for prescriptive interventions and support for these students.



# 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.

## Climate: Y.E.S. (Youth Exploration Stations)

Professional Development Activity	Funding	Activity Purpose
<i>Book Discussion</i>	Source: Title one Amount: \$1875.00	Information
Brief Description	Intended Participants	Activity Format
Stipends for teachers to attend after school book discussions for anti-resistance to clubs. During these after school discussions each member of the committee will lead in chapter discussions and how this may look in our school.	Teachers Counselors Administrators Community Members	Study Group

Professional Development Activity	Funding	Activity Purpose
<i>Sponsor Training</i>	Source: Title 1 Amount: \$2000.00	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The committee will be training the volunteers for the clubs. This training will consist of how to set up an area, make connections with the students, any additional training they may need, this amount allows club sponsors to buy supplies for their club. For example: disposable cameras and film developing for a photography club.	Teachers Counselors Parents Community Members Students	Presentation/Workshop Collaborative Problem Solving

## A. Parent Involvement: Parenting Skills for Educational Success

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

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

## F. Encourage Rigorous Curriculum: Guided Reading

Professional Development Activity	Funding	Activity Purpose
<b><i>Benchmark Fountas and Pinnell Training</i></b>	Source: title 1 Amount: \$625	Information Skill Building
Brief Description	Intended Participants	Activity Format
Training for new running records for the new Fountas & Pinnell Benchmark kits with the staff. Terri Waugaman will teach the staff how to use the new material while the teacher is performing a running record on a student and go through all the new materials in the kit.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<b><i>Discussion on Reading Strategies</i></b>	Source: Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
On the first day of school the teachers have an inservice scheduled during this time each strategy will present any new information the teachers will need to start the year.	Teachers	Talk to

Professional Development Activity	Funding	Activity Purpose
<b><i>Guided Reading Mock Lesson and Discussion</i></b>	Source: title 1 Amount: \$790.00	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Two members of the guided reading strategy will put on a mock guided reading lesson to show the teachers how to really be explicit with the language while teaching the reading strategies. the k-2 teachers will attend in the morning and those subs will then go to the 3-5 teachers in the afternoon.	Teachers Students	Talk to Presentation/Workshop

## I. Focused Academic Area: Interactive Read Aloud/ Independent Reading-Conferences

Professional Development Activity	Funding	Activity Purpose
<b><i>Staff Meeting for New Conference Focus</i></b>	Source: title one Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
first half day inservice informational on conferencing	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Staff video training with lunch</i>	Source: title one Amount: \$80.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Luncheon video training for teachers and aides	Teachers Other	Presentation/Workshop

## I. Focused Academic Area: Interactive Writing

Professional Development Activity	Funding	Activity Purpose
<i>Guided Writing Training</i>	Source: Title 1 Amount: \$625.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
A presentation of Interactive Writing that will answer: What is it?, What does it look like? What are the mini lessons? How often should we be doing it? A small breakout session to practice a mini lesson will occur along with a question and answer session.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching Professional Reading

## I. Focused Academic Area: Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Strategy Training #1</i>	Source: Title 1 Amount: \$60.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
A training session on math problem solving strategies will be conducted.	Teachers	Talk to Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Strategy Training #2</i>	Source: Title I Amount: \$60.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
A training session on math problem solving strategies will be conducted.	Teachers	Talk to Peer Coaching

## L. Early Childhood Transition: Fantastic Fours

Professional Development Activity	Funding	Activity Purpose
<i>Fantastic Four Sessions</i>	Source: Title 1 Amount: \$570.00	Information
Brief Description	Intended Participants	Activity Format
We will have 9 Fantastic Four Pre-School Sessions during the 2009-2010 school year. Each teacher willing to do the lesson requires a substitute for that day.	Teachers Parents	Other

## O. Extended Learning Activities: Early Start

Professional Development Activity	Funding	Activity Purpose
<i>Training for Title 1 aides</i>	Source: title 1 Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Title 1 teacher will meet with the title 1 aides to discuss the new year of students. Model a lesson, gather materials.	Teachers Other	Talk to

## O. Extended Learning Activities: Supplemental Educational Services (SES)

Professional Development Activity	Funding	Activity Purpose
<i>Supplemental Educational Services (SES)</i>	Source: Title I Amount: \$ 20% of district's title I funding will be set aside off the top for choice and ses for Longfellow	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Longfellow is in school improvement, therefore we are required to provide choice to all of our students and ses to our free-reduce lunch students. 20% of the title I money the Lake Ridge district gets will be allocated for Longfellow to use for these specific services we will know more when we determine the per pupil expenditures for each student.	Students	Study Group

## P. Teacher Mentoring Program: Literacy Coaching

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Interactive Writing Workshop</i></b>	Source: Title 1 Amount: \$550	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Present a lesson on Interactive writing the teachers can use in their own classroom in the fall also present them with reading material for over the summer.	Teachers	Presentation/Workshop Professional Reading

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Training on Fountas &amp; Pinnell Benchmark Kits</i></b>	Source: Title 1 Amount: \$550	Information Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Provide a workshop for the teachers on the new running record kits from Fountas & Pinnell. Provide examples and watch a video on the running records then try out our new skills together.	Teachers	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Shared Writing Training</i></b>	Source: Title 1 Amount: \$550	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Teach the teachers how to do a shared writing lesson in their classroom. Give them examples of shared writing, perform a shared writing piece with them in class. Provide them with any information they may need to build new skill.	Teachers	Presentation/Workshop Professional Reading

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Writer's Workshop Training</i></b>	Source: title 1 Amount: \$550	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Provide a workshop on writer's workshop for the teachers. Read the Library Mouse and ISH pass out the materials to the teachers along with a reflective log they can keep for themselves during this process of implementing writer's workshop in the classroom.	Teachers	Presentation/Workshop Reflective Writing

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Guided Writing Training</i></b>	Source: Title 1 Amount: \$550	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Provide a workshop on guided writing training and explain what this part of the literacy frameworks will look like in their classroom.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Coaching (after setting up dates from the to-do list)</i>	Source: title 1 Amount: \$0	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Terri Waugaman will be setting up times that work within the school day for the teachers to model, plan lessons, and conduct pre/post coaching conferences to discuss areas of balanced literacy, money is not needed for this section of the mentoring/coaching.	Teachers	Talk to Peer Coaching Collaborative Problem Solving

## U. Focused Student Group: Special education math methods

Professional Development Activity	Funding	Activity Purpose
<i>Site Visits</i>	Source: title 1 Amount: 195.00	Skill Building
Brief Description	Intended Participants	Activity Format
Special education teacher will go to buildings of the same socio-economic group and special education population as our school to find out if that school is doing a best practices methods the special education teacher can try in our building.	Teachers	Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Professional Readings</i>	Source: title 1 Amount: \$77.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Special education teacher will read the following material to gain knowledge in the area of mathematics to help her students and also the school by sharing her knowledge with the other teachers.	Teachers	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration meetings to discuss findings with general education teachers</i>	Source: title 1 Amount: \$390	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Special education teacher will set in on all grade level meetings and be able to discuss with all the teachers what is going on with readings and findings wiht the new math methods.	Teachers	Talk to Collaborative Problem Solving

## W. Timely Additional Assistance: Double Dose of Reading and Writing

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Interactive writing workshop</i>	Source: title 1 Amount: \$50	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Workshop will be provided after school by the literacy coach and the school will provide a stipend for teachers attending.	Teachers	Talk to Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Coaching</i>	Source: title 1 Amount: \$0	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Coaching will be offered during the school day by the Literacy Coach for all teachers.	Teachers	Talk to Peer Coaching

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Grade Level meetings</i>	Source: Title 1 Amount: \$	Information Skill Building Feedback/Support
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
In the focused student group new math method strategy the special education teacher will be attending the grade level meetings and it will not be charged again for the school system. She will also be able to discuss the double guided reading and the different levels or any differentiated lesson plans for the teachers that have worked in her room.	Teachers Counselors Administrators	Talk to

# 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 more structured extra curricular activity**

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

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

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

- Climate: Y.E.S. (Youth Exploration Stations)

### **Concern: Parents can be involved in extra curricular activities at school.**

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

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

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

- Climate: Y.E.S. (Youth Exploration Stations)

## Required Areas of Concern

### **A. Parent Involvement (Title I, NCLB)**

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

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

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

- A. Parent Involvement: Community Career Day
- A. Parent Involvement: Parenting Skills for Educational Success
- A. Parent Involvement: Communication

### **F. Encourage Rigorous Curriculum (PL221)**

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

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

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

- F. Encourage Rigorous Curriculum: Guided Reading



## **I. Focused Academic Area (PL221, Title I, NCLB)**

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

- 3rd grade students -- Percent Students Passing ISTEP Problem Solving
- 4th Grade Students -- Percent Students Passing ISTEP Writing Applications
- 5th grade boys -- Percent Students Passing ISTEP English/Language Arts
- 5th grade students -- Percent Students Passing ISTEP Literary Response
- 5th grade students -- Percent Students Passing ISTEP Reading Comprehension

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

- I. Focused Academic Area: Interactive Read Aloud/ Independent Reading-Conferences
- I. Focused Academic Area: Interactive Writing
- I. Focused Academic Area: Problem Solving

## **J. Instruction by Highly Qualified Teachers (Title I)**

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

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

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

- J. Instruction by Highly Qualified Teachers

## **K. Attracting Highly Qualified Teachers (Title I)**

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

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

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

- K. Attracting Highly Qualified Teachers

## **L. Early Childhood Transition (Title I)**

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

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

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

- L. Early Childhood Transition: Fantastic Fours

## **M. Parent Notice - Assessment Results (Title I)**

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

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

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

- M. Parent Notice - Assessment Results

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

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

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

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

- N. Parent Notice - School in Improvement

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

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

- 3rd grade students -- Percent Students Passing ISTEP Problem Solving
- 4th Grade Students -- Percent Students Passing ISTEP Writing Applications
- 5th grade boys -- Percent Students Passing ISTEP English/Language Arts
- 5th grade students -- Percent Students Passing ISTEP Literary Response
- 5th grade students -- Percent Students Passing ISTEP Reading Comprehension
- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA
- Special Education -- Percent of students passing ISTEP Language Arts
- Special Education students -- Percent of students passing ISTEP Math

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

- O. Extended Learning Activities: Early Start
- O. Extended Learning Activities: Supplemental Educational Services (SES)

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

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

- 4th Grade Students -- Percent Students Passing ISTEP Writing Applications
- 5th grade boys -- Percent Students Passing ISTEP English/Language Arts
- 5th grade students -- Percent Students Passing ISTEP Literary Response
- 5th grade students -- Percent Students Passing ISTEP Reading Comprehension
- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA
- Special Education -- Percent of students passing ISTEP Language Arts

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

- P. Teacher Mentoring Program: Literacy Coaching

## **Q. School-Parent Involvement Policy (Title I)**

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

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA

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

- Q. School-Parent Involvement Policy

## **R1. Parent Right-to-Know Letter - Qualifications (Title I)**

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

- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA
- Special Education -- Percent of students passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- R1. Parent Right-to-Know Letter - Qualifications

## **R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)**

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA

**Strategies to Impact This Concern:**

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

## **S. School-Parent Compact (Title I)**

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA

**Strategies to Impact This Concern:**

- S. School-Parent Compact

## **T. Annual Parent Meeting (Title I)**

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

## **U. Focused Student Group (PL221, Title I)**

**Data Targets Influenced by This Concern:**

- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA
- Special Education -- Percent of students passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- U. Focused Student Group: Special education math methods

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

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA

**Strategies to Impact This Concern:**

- V. Peer Review for SIP

**W. Timely Additional Assistance (Title I)**

**Data Targets Influenced by This Concern:**

- Free and reduced lunch students -- % passing Language Arts (AYP) ISTEP LA
- Special Education -- Percent of students passing ISTEP Language Arts

**Strategies to Impact This Concern:**

- W. Timely Additional Assistance: Double Dose of Reading and Writing

## 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:	Longfellow ES 4500 Calhoun Gary, IN 46408 & Central Office Ridge Road Gary, IN 46408	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA:Northwest Educational Assessment, computerized assessment Indiana Reading Assessment:k-2 online and off reading assessment Running Records: Benchmarks Fountas & Pinnell reading levels	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	Longfellow is not consolidating programs because Longfellow is a Title I Schoolwide school, due to this and the Indiana Law and compliance with the requirements of NCLB and PL221 Longfellow is required to meet all the components of a school-wide plan.	Force Field Report G: Environment Additional Data #2

# To-Do List

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

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

## Climate: Y.E.S. (Youth Exploration Stations)

**Feb 27, 2009:** Create survey  
**Person:** Jenny Rhodes  
**Activity:** Kid Survey

**Feb 27, 2009:** Create survey  
**Person:** Jenny Rhodes  
**Activity:** Parent Survey

**Feb 27, 2009:** Create survey  
**Person:** Jenny Rhodes  
**Activity:** Teacher Survey

**May 18, 2009:** Collect all surveys  
**Person:** Bonnie Walling  
**Activity:** Kid Survey

**May 18, 2009:** Distribute at the end of the year  
**Person:** Bonnie Walling  
**Activity:** Kid Survey

**May 20, 2009:** Analyze kid surveys to determine types of interest clubs to be available  
**Person:** Jenny Rhodes  
**Activity:** Kid Survey

**Aug 14, 2009:** Contact volunteers  
**Person:** Bonnie Walling  
**Activity:** Recruitment

**Aug 19, 2009:** Survey for Teachers and Staff  
**Person:** Jillian Michalak  
**Activity:** Collect baseline data

**Aug 19, 2009:** Collect at Open House station  
**Person:** Bonnie Walling  
**Activity:** Parent Survey

**Aug 19, 2009:** Distribute at Open House station  
**Person:** Bonnie Walling  
**Activity:** Parent Survey

**Aug 19, 2009:** Collect at Teacher Meeting  
**Person:** Jillian Michalak  
**Activity:** Teacher Survey

**Aug 19, 2009:** Distribute at Teacher Meeting  
**Person:** Jillian Michalak  
**Activity:** Teacher Survey

**Sep 8, 2009:** E-mail reminder to teachers to read book Rules in Schools  
**Person:** Bonnie Walling  
**Activity:** Book Discussion

- Sep 9, 2009:** List and form groups  
**Person:** Jillian Michalak  
**Activity:** Survey Analysis
- Sep 14, 2009:** Email teachers regarding book discussion date for the first 2 chapters and stipend  
**Person:** Bonnie Walling  
**Activity:** Book Discussion
- Sep 14, 2009:** Locate space and determine where clubs will be held  
**Person:** Jenny Rhodes  
**Activity:** Location Management
- Sep 16, 2009:** Reminder email of book discussion  
**Person:** Bonnie Walling  
**Activity:** Book Discussion
- Sep 17, 2009:** Book discussion  
**Person:** Terri Waugaman  
**Activity:** Book Discussion
- Sep 21, 2009:** Send e-mail to teachers to remind them to read chapters 3-4 of Rules in Schools  
**Person:** Bonnie Walling  
**Activity:** Book Discussion
- Sep 28, 2009:** Send email to staff regarding date of the book discussion and stipend  
**Person:** Bonnie Walling  
**Activity:** Book Discussion
- Oct 1, 2009:** Book discussion of chapters 3-4  
**Person:** Jenny Rhodes  
**Activity:** Book Discussion
- Oct 10, 2009:** Create form of clubs for students to make final choices  
**Person:** Jillian Michalak  
**Activity:** Club Presentation
- Oct 26, 2009:** Send e-mail out to teachers to read chapters 5-7 of Rules in Schools  
**Person:** Bonnie Walling  
**Activity:** Book Discussion
- Nov 2, 2009:** Send e-mail to staff regarding date of the book discussion and stipend  
**Person:** Bonnie Walling  
**Activity:** Book Discussion
- Nov 2, 2009:** Request supplies  
**Person:** Bonnie Walling  
**Activity:** Make Posters and Bulletin Boards
- Nov 2, 2009:** Contact committee about training and set date for organizing the training  
**Person:** Bonnie Walling  
**Activity:** Sponsor Training
- Nov 2, 2009:** Invitation to sponsors for club training  
**Person:** Bonnie Walling  
**Activity:** Sponsor Training
- Nov 5, 2009:** Book discussion of chapters 5,6,7  
**Person:** Bonnie Walling  
**Activity:** Book Discussion

**Nov 9, 2009:** Meet and make posters  
**Person:** Jenny Rhodes  
**Activity:** Make Posters and Bulletin Boards

**Nov 9, 2009:** Create scripts  
**Person:** Jenny Rhodes  
**Activity:** Morning Announcements

**Nov 9, 2009:** Choose students to participate  
**Person:** Bonnie Walling  
**Activity:** Skits to Promote Positive Energy

**Nov 9, 2009:** Create skit scripts  
**Person:** Jenny Rhodes  
**Activity:** Skits to Promote Positive Energy

**Nov 9, 2009:** Put reminders in Longfellow Leader Newspaper and send out flyers  
**Person:** Bonnie Walling  
**Activity:** Sponsor Training

**Nov 11, 2009:** Hang posters in school  
**Person:** Jillian Michalak  
**Activity:** Make Posters and Bulletin Boards

**Nov 11, 2009:** Committee will meet to organize training  
**Person:** Jenny Rhodes  
**Activity:** Sponsor Training

**Nov 16, 2009:** Lunch practice  
**Person:** Jillian Michalak  
**Activity:** Skits to Promote Positive Energy

**Nov 17, 2009:** Get snacks for training  
**Person:** Terri Waugaman  
**Activity:** Sponsor Training

**Nov 18, 2009:** Do training  
**Person:** Jillian Michalak  
**Activity:** Sponsor Training

**Nov 24, 2009:** Choose students to read over P.A. system announcement of upcoming clubs  
**Person:** Jillian Michalak  
**Activity:** Morning Announcements

**Nov 24, 2009:** Contact Josie regarding student input over P.A.  
**Person:** Bonnie Walling  
**Activity:** Morning Announcements

**Dec 1, 2009:** Reserve gym  
**Person:** Bonnie Walling  
**Activity:** Skits to Promote Positive Energy

**Dec 1, 2009:** Send out e-mails to teachers regarding the date that students will see the performances  
**Person:** Bonnie Walling  
**Activity:** Skits to Promote Positive Energy

**Dec 4, 2009:** Students will see the performances right after their lunch  
**Person:** Jenny Rhodes  
**Activity:** Skits to Promote Positive Energy



**Dec 14, 2009:** Release students to office to read club announcements at 8:20 a.m.

**Person:** Jillian Michalak

**Activity:** Morning Announcements

**Jan 11, 2010:** Begin first trial clubs

**Person:** Bonnie Walling

**Activity:** Start Clubs

**Mar 17, 2010:** Survey for Teachers and Staff

**Person:** Bonnie Walling

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

**May 7, 2010:** Survey for Teachers and Staff

**Person:** Jillian Michalak

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

## Early Childhood Transition

**Mar 25, 2009:** Explain the program to the staff at a 1/2 day in-service.

**Person:** Tabitha Henry

**Activity:** Informational Session

**Apr 12, 2009:** A permission slip will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry

**Activity:** Session #8

**Apr 13, 2009:** Copies will be made of the packets to be passed out at registration.

**Person:** Terri Waugaman

**Activity:** Registration

**May 4, 2009:** Informational packets handed out to parents at registration.

**Person:** JoJo and Stacy

**Activity:** Registration

**May 22, 2009:** Incoming Longfellow students that attended Head Start, Ross Reform and Wadsworth will visit Longfellow in the Spring.

**Person:** Tabitha Henry

**Activity:** Pre-School Visit

**May 29, 2009:** A flier for the 2009-2010 Fantastic Four sessions will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry

**Activity:** Informational Flier

**Aug 18, 2009:** All three kindergarten teachers will give an overview of the curriculum, requirements and expectations.

**Person:** Tabitha Henry, Karen Laird and Jeannine Denney

**Activity:** Open House

**Aug 24, 2009:** A permission slip will be sent home with all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry

**Activity:** Session #1

**Aug 31, 2009:** A flier for the 2009-2010 Fantastic Four sessions will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry

**Activity:** Informational Flier

**Sep 4, 2009:** At lunch prepare for September session.

**Person:** Tabitha Henry

**Activity:** Session #1

**Sep 5, 2009:** Teachers will be teaching the monthly (9 months) Fantastic Fours sessions.

**Person:** Tabitha Henry, Jeannine Denney, Jillian Michalek, Mitzie Miller, Terri Waugaman, Lois Johnson, Karen

**Activity:** Fantastic Four Sessions

**Sep 11, 2009:** Contact presenter (Principal - Deb Carlson)

**Person:** Tabitha Henry

**Activity:** Session #1

**Sep 11, 2009:** Copy student homework and parent packet.

**Person:** Connie Ruberto

**Activity:** Session #1

**Sep 11, 2009:** Cut paper for art project.

**Person:** Mitzie Miller

**Activity:** Session #1

**Sep 17, 2009:** Contact parents night before Session #1.

**Person:** Jeannine Denney

**Activity:** Session #1

**Sep 18, 2009:** Parents will complete a survey before the September Fantastic Fours session.

**Person:** Tabitha Henry

**Activity:** Collect baseline data

**Sep 18, 2009:** Literacy and math activities with parent and child.

**Person:** Tabitha Henry

**Activity:** Session #1

**Sep 28, 2009:** A permission slip will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry

**Activity:** Session #2

**Oct 2, 2009:** At lunch prepare for October session.

**Person:** Tabitha Henry

**Activity:** Session #2

**Oct 9, 2009:** Contact presenter (Kitchen - Becky Pusateri)

**Person:** Mitzie Miller

**Activity:** Session #2

**Oct 9, 2009:** Copy student homework and parent packet.

**Person:** Connie Ruberto

**Activity:** Session #2

**Oct 9, 2009:** Cut paper for art project.

**Person:** Mitzie Miller

**Activity:** Session #2

**Oct 15, 2009:** Contact parents night before Session #2

**Person:** Jeannine Denney

**Activity:** Session #2

**Oct 16, 2009:** Literacy and math activities with parent and child.

**Person:** Jeannine Denney

**Activity:** Session #2

**Oct 28, 2009:** A permission slip will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry  
**Activity:** Session #3

**Nov 6, 2009:** At lunch prepare for November session.

**Person:** Mitzie Miller  
**Activity:** Session #3

**Nov 13, 2009:** Contact presenter (Public Librarian - Melissa Booth)

**Person:** Tabitha Henry  
**Activity:** Session #3

**Nov 13, 2009:** Copy student homework and parent packet.

**Person:** Connie Ruberto  
**Activity:** Session #3

**Nov 13, 2009:** Cut paper for art project.

**Person:** Mitzie Miller  
**Activity:** Session #3

**Nov 19, 2009:** Contact parents night before Session #3.

**Person:** Jeannine Denney  
**Activity:** Session #3

**Nov 20, 2009:** Literacy and math activities with parent and child.

**Person:** Jillian Michalek  
**Activity:** Session #3

**Nov 25, 2009:** A permission slip will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry  
**Activity:** Session #4

**Nov 30, 2009:** At lunch prepare for December session.

**Person:** Tabitha Henry  
**Activity:** Session #4

**Dec 4, 2009:** Contact presenter (Counselor - Josie Werhowatz)

**Person:** Jeannine Denney  
**Activity:** Session #4

**Dec 4, 2009:** Copy student homework and parent packet.

**Person:** Connie Ruberto  
**Activity:** Session #4

**Dec 4, 2009:** Cut paper for art project.

**Person:** Mitzie Miller  
**Activity:** Session #4

**Dec 10, 2009:** Contact parents night before Session #4.

**Person:** Jeannine Denney  
**Activity:** Session #4

**Dec 11, 2009:** Literacy and math activities with parent and child.

**Person:** Mitzie Miller  
**Activity:** Session #4

**Jan 4, 2010:** A permission slip will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry  
**Activity:** Session #5

**Jan 8, 2010:** At lunch prepare for January session.

**Person:** Mitzie Miller

**Activity:** Session #5

**Jan 15, 2010:** Contact presenter (Title 1 - Terri Waugaman)

**Person:** Mitzie Miller

**Activity:** Session #5

**Jan 15, 2010:** Copy student homework and parent packet.

**Person:** Connie Ruberto

**Activity:** Session #5

**Jan 15, 2010:** Cut paper for art project.

**Person:** Mitzie Miller

**Activity:** Session #5

**Jan 21, 2010:** Contact parents night before Session #5

**Person:** Jeannine Denney

**Activity:** Session #5

**Jan 22, 2010:** Parents will complete a survey before the January Fantastic Fours session.

**Person:** Bonnie Walling

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

**Jan 22, 2010:** Literacy and math activities with parent and child.

**Person:** Bonnie Walling

**Activity:** Session #5

**Feb 1, 2010:** A permission slip will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry

**Activity:** Session #6

**Feb 5, 2010:** At lunch prepare for February session.

**Person:** Jeannine Denney

**Activity:** Session #6

**Feb 11, 2010:** Contact presenter (Art - Mitzie Miller)

**Person:** Connie Ruberto

**Activity:** Session #6

**Feb 11, 2010:** Copy student homework and parent packet.

**Person:** Connie Ruberto

**Activity:** Session #6

**Feb 11, 2010:** Cut paper for art project.

**Person:** Mitzie Miller

**Activity:** Session #6

**Feb 18, 2010:** Contact parents night before Session #6.

**Person:** Jeannine Denney

**Activity:** Session #6

**Feb 19, 2010:** Literacy and math activities with parent and child.

**Person:** Lois Johnson

**Activity:** Session #6

**Mar 1, 2010:** A permission slip will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry

**Activity:** Session #7

**Mar 5, 2010:** At lunch prepare for March session.

**Person:** Tabitha Henry

**Activity:** Session #7

**Mar 12, 2010:** Contact presenter (Music - Joan Sparks)

**Person:** Connie Ruberto

**Activity:** Session #7

**Mar 12, 2010:** Copy student homework and parent packet.

**Person:** Connie Ruberto

**Activity:** Session #7

**Mar 12, 2010:** Cut paper for art project.

**Person:** Mitzie Miller

**Activity:** Session #7

**Mar 18, 2010:** Contact parents night before Session #7.

**Person:** Jeannine Denney

**Activity:** Session #7

**Mar 19, 2010:** Literacy and math activities with parent and child.

**Person:** Karen Laird

**Activity:** Session #7

**Apr 12, 2010:** Copies will be made of the packets to be passed out at registration.

**Person:** Terri Waugaman

**Activity:** Registration

**Apr 16, 2010:** At lunch prepare for April session.

**Person:** Tabitha Henry

**Activity:** Session #8

**Apr 23, 2010:** Contact presenter (Nurse - Anne Grant)

**Person:** Tabitha Henry

**Activity:** Session #8

**Apr 23, 2010:** Copy student homework and parent packet.

**Person:** Connie Ruberto

**Activity:** Session #8

**Apr 23, 2010:** Cut paper for art project.

**Person:** Mitzie Miller

**Activity:** Session #8

**Apr 29, 2010:** Contact parents night before Session #8.

**Person:** Jeannine Denney

**Activity:** Session #8

**Apr 30, 2010:** Literacy and math activities with parent and child.

**Person:** Rene Knight

**Activity:** Session #8

**May 3, 2010:** A permission slip will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry

**Activity:** Session #9

**May 5, 2010:** Informational packets handed out to parents at registration.

**Person:** JoJo and Stacy

**Activity:** Registration

**May 7, 2010:** At lunch prepare for May session.

**Person:** Mitzie Miller

**Activity:** Session #9

**May 14, 2010:** Contact presenter (Secretaries - JoJo and Stacy)

**Person:** Jeannine Denney

**Activity:** Session #9

**May 14, 2010:** Copy student homework and parent packet.

**Person:** Connie Ruberto

**Activity:** Session #9

**May 14, 2010:** Cut paper for art project.

**Person:** Mitzie Miller

**Activity:** Session #9

**May 20, 2010:** Contact parents night before Session #9.

**Person:** Jeannine Denney

**Activity:** Session #9

**May 21, 2010:** Parents will complete a survey before the May Fantastic Fours session.

**Person:** Terri Waugaman

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

**May 21, 2010:** Literacy and math activities with parent and child.

**Person:** Bonnie Walling

**Activity:** Session #9

**May 28, 2010:** A flier for the 2010-2011 Fantastic Four sessions will be sent home to all K-5 Longfellow students, Head Start, Ross Reform and Wadsworth students.

**Person:** Tabitha Henry

**Activity:** Informational Flier

**May 28, 2010:** Incoming Longfellow students that attended Head Start, Ross Reform and Wadsworth will visit Longfellow in the Spring.

**Person:** Tabitha Henry

**Activity:** Pre-School Visit

**Jun 2, 2010:** Contact all families that attended at least one of the Fantastic Four sessions to come to a celebration. All of the children, their parents and all the staff that participated in any of the sessions will have donuts and juice one day before school. The

**Person:** Tabitha Henry, Jeannine Denney, Mitzie Miller and Connie Ruberto

**Activity:** Celebration

## Encourage Rigorous Curriculum

, 2009: Refer to Teacher Mentoring section

**Person:** Literacy Coach

**Activity:** Literacy Coach

**Jan 4, 2009:** Email teachers to set time for peer observation

**Person:** Woerner

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

**Jan 8, 2009:** Conduct peer observation

**Person:** Woerner

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

**Jan 11, 2009:** Enter data into InSAI

**Person:** Woerner

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

- Apr 19, 2009:** Send out email to remind teachers of training and date  
**Person:** Waugaman  
**Activity:** Benchmark Fountas and Pinnell Training
- Apr 27, 2009:** Email teachers reminding them to turn in running records  
**Person:** Waugaman  
**Activity:** Collect baseline data
- May 3, 2009:** Get materials ready, get snacks, and sign in sheet for stipend  
**Person:** Waugaman  
**Activity:** Benchmark Fountas and Pinnell Training
- May 5, 2009:** Put on workshop and pass out evaluation form  
**Person:** Waugaman  
**Activity:** Benchmark Fountas and Pinnell Training
- May 6, 2009:** Email thank you notes for returning evaluation form  
**Person:** Waugaman  
**Activity:** Benchmark Fountas and Pinnell Training
- May 10, 2009:** Send emails to check if anyone needs help  
**Person:** Waugaman  
**Activity:** Benchmark Fountas and Pinnell Training
- May 15, 2009:** Running records due on Excel grid sheet  
**Person:** Waugaman  
**Activity:** Collect baseline data
- May 16, 2009:** Send thank you emails to teachers that turned in running records  
**Person:** Waugaman  
**Activity:** Collect baseline data
- Aug 19, 2009:** Discuss how to use reading strategies in guided reading  
**Person:** Woerner  
**Activity:** Discussion on Reading Strategies
- Aug 19, 2009:** Make reading strategy strips to pass out to teachers  
**Person:** Walling  
**Activity:** Discussion on Reading Strategies
- Aug 24, 2009:** Send out email to teachers to remind them of half day workshop (K-2 in afternoon, 3-5 in morning) so they can fill out their professional development form  
**Person:** Woerner  
**Activity:** Guided Reading Mock Lesson and Discussion
- Sep 4, 2009:** Get snacks  
**Person:** Waugaman  
**Activity:** Guided Reading Mock Lesson and Discussion
- Sep 4, 2009:** Meet with committee to set up for mock lesson  
**Person:** Woerner  
**Activity:** Guided Reading Mock Lesson and Discussion
- Sep 11, 2009:** Have mock lesson and discussion  
**Person:** Woerner  
**Activity:** Guided Reading Mock Lesson and Discussion
- Sep 14, 2009:** Send out teacher survey for feedback on mock lesson/discussion  
**Person:** Walling  
**Activity:** Guided Reading Mock Lesson and Discussion

- Sep 16, 2009:** Email teachers thank you notes when they turn in their running records  
**Person:** Zmierski  
**Activity:** Celebration of teachers turning in running records
- Sep 28, 2009:** Email teachers to set time for peer observation  
**Person:** Woerner  
**Activity:** Collect baseline data
- Oct 2, 2009:** Email teachers reminding them to turn in running records  
**Person:** Zmierski  
**Activity:** Collect first semester/trimester follow up data
- Oct 9, 2009:** Email teachers reminding them to turn in running records  
**Person:** Zmierski  
**Activity:** Collect first semester/trimester follow up data
- Oct 16, 2009:** Conduct peer observations  
**Person:** Woerner  
**Activity:** Collect baseline data
- Oct 16, 2009:** Running records due on Excel grid sheet  
**Person:** Waugaman  
**Activity:** Collect first semester/trimester follow up data
- Oct 19, 2009:** Make a bulletin board in teacher's lounge by grade level (below,on,above) for entire school  
**Person:** Woerner  
**Activity:** Celebration of reading levels
- Oct 19, 2009:** Review running record data with committee after school  
**Person:** Waugaman  
**Activity:** Celebration of reading levels
- Oct 19, 2009:** Enter data into InSAI  
**Person:** Woerner  
**Activity:** Collect baseline data
- Oct 19, 2009:** Send thank you emails to teachers for turning in running records  
**Person:** Zmierski  
**Activity:** Collect first semester/trimester follow up data
- Dec 11, 2009:** Email teachers reminding them to turn in running records  
**Person:** Zmierski  
**Activity:** Collect second semester/trimester follow up data
- Dec 16, 2009:** Email teachers reminding them to turn in running records  
**Person:** Zmierski  
**Activity:** Collect second semester/trimester follow up data
- Jan 4, 2010:** Email teachers reminding them to turn in running records  
**Person:** Zmierski  
**Activity:** Collect second semester/trimester follow up data
- Jan 8, 2010:** Email teachers thank you notes when they turn in their running records  
**Person:** Zmierski  
**Activity:** Celebration of teachers turning in running records
- Jan 8, 2010:** Running records due on Excel grid sheet  
**Person:** Waugaman  
**Activity:** Collect second semester/trimester follow up data



**Jan 19, 2010:** Review running record data with committee after school  
**Person:** Waugaman  
**Activity:** Celebration of reading levels

**Jan 19, 2010:** Update bulletin board in teacher's lounge with new running record results  
**Person:** Woerner  
**Activity:** Celebration of reading levels

**Jan 19, 2010:** Send thank you emails to teachers for turning in running records  
**Person:** Zmierski  
**Activity:** Collect second semester/trimester follow up data

**Apr 23, 2010:** Email teachers reminding them to turn in running records  
**Person:** Zmierski  
**Activity:** Collect final semester/trimester follow up data

**May 7, 2010:** Email teachers reminding them to turn in running records  
**Person:** Zmierski  
**Activity:** Collect final semester/trimester follow up data

**May 10, 2010:** Email teachers to set time for peer observation  
**Person:** Woerner  
**Activity:** Collect final semester/trimester follow up data

**May 14, 2010:** Email teachers thank you notes when they turn in their running records  
**Person:** Zmierski  
**Activity:** Celebration of teachers turning in running records

**May 14, 2010:** Conduct peer observations  
**Person:** Woerner  
**Activity:** Collect final semester/trimester follow up data

**May 14, 2010:** Running records due on Excel grid sheet  
**Person:** Waugaman  
**Activity:** Collect final semester/trimester follow up data

**May 17, 2010:** Review running record data with committee after school  
**Person:** Waugaman  
**Activity:** Celebration of reading levels

**May 17, 2010:** Update bulletin board in teacher's lounge with new running record results  
**Person:** Woerner  
**Activity:** Celebration of reading levels

**May 17, 2010:** Enter data into InSAI  
**Person:** Woerner  
**Activity:** Collect final semester/trimester follow up data

**May 17, 2010:** Send thank you emails to teachers for turning in running records  
**Person:** Zmierski  
**Activity:** Collect final semester/trimester follow up data

**May 24, 2010:** Send out email to remind teachers to include students' guided reading levels when filling out their pinks/blues for next year  
**Person:** Zmierski  
**Activity:** Running Record on Pinks/Blues

## Extended Learning Activities

- May 6, 2009:** Draft choice letter.  
**Person:** Terri Waugaman  
**Activity:** Choice letter:
- May 7, 2009:** Send to DOE (Nicole Confer) for approval.  
**Person:** Terri Waugaman  
**Activity:** Choice letter:
- May 15, 2009:** Send to all parents of students attending Longfellow.  
**Person:** Terri Waugaman  
**Activity:** Choice letter:
- May 22, 2009:** Attend the webcast to gain more information on SES.  
**Person:** Terri Waugaman  
**Activity:** Web-Cast on SES
- Aug 31, 2009:** request from kindergarten and first grade teachers students that would benefit to be in the early start program.  
**Person:** Terri Waugaman  
**Activity:** Compile a list of students
- Aug 31, 2009:** discuss the componets of the Early start program  
**Person:** Terri Waugaman  
**Activity:** Training for Title 1 aides
- Aug 31, 2009:** Go over the attendance sheets  
**Person:** Terri Waugaman  
**Activity:** Training for Title 1 aides
- Aug 31, 2009:** Go over the lesson plans, model  
**Person:** Terri Waugaman  
**Activity:** Training for Title 1 aides
- Aug 31, 2009:** Go over the progress forms  
**Person:** Terri Waugaman  
**Activity:** Training for Title 1 aides
- Sep 1, 2009:** Call parent of students that have been identified and send home note to be in program.  
**Person:** Terri Waugaman  
**Activity:** Compile a list of students
- Sep 1, 2009:** compile my sets of lesson plans in the book room for the title 1 aides.  
**Person:** Terri Waugaman  
**Activity:** Early start lesson plans
- Sep 4, 2009:** Send second notice home and call parents.  
**Person:** Terri Waugaman  
**Activity:** Compile a list of students
- Sep 11, 2009:** Send another letter to free-reduce lunch parents with information.  
**Person:** Terri Waugaman  
**Activity:** Fall Sign-up for SES
- Sep 11, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Sep 18, 2009:** Send second notice  
**Person:** Terri Waugaman  
**Activity:** Fall Sign-up for SES

- Sep 18, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Sep 25, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Sep 30, 2009:** Find new students to attend if attendance has been poor  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance
- Sep 30, 2009:** Review attendance reports from the early start  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance
- Oct 1, 2009:** compile my sets of lesson plans in the book room for the title 1 aides.  
**Person:** Terri Waugaman  
**Activity:** Early start lesson plans
- Oct 1, 2009:** Call new student(s) and send home letter.  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance
- Oct 1, 2009:** students will be tutored by outside resource on school grounds twice/three times a week.  
**Person:** Terri Waugaman; Outside tutoring agencies  
**Activity:** Supplemental Educational Services (SES)
- Oct 2, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Oct 9, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Oct 16, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Oct 23, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Oct 28, 2009:** Send monthly reports to parents on child's progress in the program.  
**Person:** Terri Waugaman  
**Activity:** Progress Reports
- Oct 30, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Nov 1, 2009:** compile my sets of lesson plans in the book room for the title 1 aides.  
**Person:** Terri Waugaman  
**Activity:** Early start lesson plans
- Nov 4, 2009:** Find new students to attend if attendance has been poor  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Nov 4, 2009:** Review attendance reports from the early start  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Nov 6, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Nov 13, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Nov 20, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Nov 25, 2009:** Send monthly reports to parents on child's progress in the program.  
**Person:** Terri Waugaman  
**Activity:** Progress Reports

**Nov 27, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Dec 1, 2009:** compile my sets of lesson plans in the book room for the title 1 aides.  
**Person:** Terri Waugaman  
**Activity:** Early start lesson plans

**Dec 2, 2009:** Find new students to attend if attendance has been poor  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Dec 2, 2009:** Review attendance reports from the early start  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Dec 4, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Dec 11, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Dec 18, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Dec 23, 2009:** Send monthly reports to parents on child's progress in the program.  
**Person:** Terri Waugaman  
**Activity:** Progress Reports

**Dec 25, 2009:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Dec 30, 2009:** Find new students to attend if attendance has been poor  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Dec 30, 2009:** Review attendance reports from the early start  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Jan 1, 2010:** compile my sets of lesson plans in the book room for the title 1 aides.  
**Person:** Terri Waugaman  
**Activity:** Early start lesson plans

**Jan 1, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Jan 8, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Jan 15, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Jan 22, 2010:** Send another letter to free-reduce lunch parents with information  
**Person:** Terri Waugaman  
**Activity:** Spring Sign Up for SES

**Jan 22, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Jan 27, 2010:** Send monthly reports to parents on child's progress in the program.  
**Person:** Terri Waugaman  
**Activity:** Progress Reports

**Jan 29, 2010:** Send second notice  
**Person:** Terri Waugaman  
**Activity:** Spring Sign Up for SES

**Jan 29, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Feb 1, 2010:** compile my sets of lesson plans in the book room for the title 1 aides.  
**Person:** Terri Waugaman  
**Activity:** Early start lesson plans

**Feb 1, 2010:** students will be tutored by outside resource on school grounds twice/three times a week.  
**Person:** Terri Waugaman; Outside tutoring agencies  
**Activity:** Supplemental Educational Services (SES)

**Feb 3, 2010:** Find new students to attend if attendance has been poor  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Feb 3, 2010:** Review attendance reports from the early start  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Feb 5, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Feb 12, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Feb 19, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Feb 24, 2010:** Send monthly reports to parents on child's progress in the program.  
**Person:** Terri Waugaman  
**Activity:** Progress Reports

**Feb 26, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Mar 1, 2010:** compile my sets of lesson plans in the book room for the title 1 aides.  
**Person:** Terri Waugaman  
**Activity:** Early start lesson plans

**Mar 3, 2010:** Find new students to attend if attendance has been poor  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Mar 3, 2010:** Review attendance reports from the early start  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Mar 5, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Mar 12, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Mar 19, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Mar 24, 2010:** Send monthly reports to parents on child's progress in the program.  
**Person:** Terri Waugaman  
**Activity:** Progress Reports

**Mar 26, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start

**Mar 31, 2010:** Find new students to attend if attendance has been poor  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Mar 31, 2010:** Review attendance reports from the early start  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance

**Apr 1, 2010:** compile my sets of lesson plans in the book room for the title 1 aides.  
**Person:** Terri Waugaman  
**Activity:** Early start lesson plans

- Apr 2, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Apr 9, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Apr 16, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Apr 23, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- Apr 28, 2010:** Send monthly reports to parents on child's progress in the program.  
**Person:** Terri Waugaman  
**Activity:** Progress Reports
- Apr 30, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- May 1, 2010:** compile my sets of lesson plans in the book room for the title 1 aides.  
**Person:** Terri Waugaman  
**Activity:** Early start lesson plans
- May 5, 2010:** Find new students to attend if attendance has been poor  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance
- May 5, 2010:** Review attendance reports from the early start  
**Person:** Terri Waugaman  
**Activity:** Review weekly attendance
- May 7, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- May 14, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- May 21, 2010:** Have doughnuts and juice, invite parents.  
**Person:** Terri Waugaman  
**Activity:** Celebration
- May 21, 2010:** Pass out a certificate of completion.  
**Person:** Terri Waugaman  
**Activity:** Celebration
- May 21, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.  
**Person:** Title 1 aides  
**Activity:** Weekly attendance reports for Early Start
- May 26, 2010:** Send monthly reports to parents on child's progress in the program.  
**Person:** Terri Waugaman  
**Activity:** Progress Reports

**May 28, 2010:** Title 1 aides will turn in weekly attendance reports to Waugaman on the students in Early Start.

**Person:** Title 1 aides

**Activity:** Weekly attendance reports for Early Start

**Jun 1, 2010:** compile my sets of lesson plans in the book room for the title 1 aides.

**Person:** Terri Waugaman

**Activity:** Early start lesson plans

## Focused Academic Area

**Feb 2, 2009:** Type surveys for teachers requesting language skill focus per month per grade.

**Person:** Terri Waugaman

**Activity:** Surveys

**Mar 3, 2009:** Create a survey to find out what the most needed strategy is in the building

**Person:** Dameca Harrison

**Activity:** Math Survey

**Mar 4, 2009:** Surveys will be handed in. one per grade level as teachers collaborate.

**Person:** Judy Smejck

**Activity:** Surveys

**Mar 6, 2009:** Email Survey

**Person:** Dameca Harrison

**Activity:** Math Survey

**Mar 9, 2009:** Collect surveys and store to redistribute at professional development

**Person:** Lesi Marsh

**Activity:** Surveys

**Mar 20, 2009:** Collect survey data. This survey data will let us know what we need to discuss during training #2 as well.

**Person:** Scott Donald

**Activity:** Math Survey

**Apr 4, 2009:** order folders

**Person:** Christina Gutierrez

**Activity:** Independent Reading

**Apr 17, 2009:** Gather, print, and distribute articles about Interactive Writing for the staff to peruse over the summer to introduce them to the basic principles.

**Person:** Lesi Marsh

**Activity:** Share Literature

**May 4, 2009:** A purchase request will be made for chart paper, butcher paper, and color markers.

**Person:** Lesi Marsh

**Activity:** Order Request

**May 15, 2009:** order first grade level

**Person:** Rene Knight

**Activity:** Independent Reading

**May 15, 2009:** order labels for folders

**Person:** Christina Gutierrez

**Activity:** Independent Reading

**May 15, 2009:** Run off reading logs

**Person:** Cyndi Malinowski

**Activity:** Independent Reading



**May 15, 2009:** email benefits of peer walk through  
**Person:** Cyndi Malinowski  
**Activity:** Inform Staff on the Positives of Independent Reading Conferences

**May 15, 2009:** order charts  
**Person:** Christina Gutierrez  
**Activity:** Sharing Chart

**May 26, 2009:** Find articles, books, posters, and websites that can be compiled into a reference list to be shared with staff for summer reading.  
**Person:** Lesi Marsh  
**Activity:** Share Information

**May 28, 2009:** Collect 1 student work sample from every teacher on the Problem Solving Strategy  
**Person:** Jenny Rhodes  
**Activity:** Collect baseline data

**Jun 2, 2009:** Collect charts/papers of Interactive Writing from initial mini lesson implementation following workshop.  
**Person:** Lesi Marsh  
**Activity:** Collect baseline data

**Aug 15, 2009:** explain conference walk through  
**Person:** Christina Gutierrez  
**Activity:** Staff Meeting for New Conference Focus

**Aug 19, 2009:** Schedule Workshop for Interactive Writing at Longfellow Elementary as a afterschool workshop with stipend.  
**Person:** Lesi Marsh  
**Activity:** Guided Writing Training

**Aug 19, 2009:** email teachers to pick up folders  
**Person:** Cyndi Malinowski  
**Activity:** Independent Reading

**Aug 19, 2009:** pass out labels  
**Person:** Cyndi Malinowski  
**Activity:** Independent Reading

**Aug 19, 2009:** pass out reading logs  
**Person:** Cyndi Malinowski  
**Activity:** Independent Reading

**Aug 19, 2009:** place folders in office for pick up  
**Person:** Christina Gutierrez  
**Activity:** Independent Reading

**Aug 19, 2009:** place in lexile library  
**Person:** Rene Knight  
**Activity:** Independent Reading

**Aug 19, 2009:** email teachers of available training from LASS coach  
**Person:** Christina Gutierrez  
**Activity:** Independent Reading Conference Training

**Aug 19, 2009:** email teachers of video check out availability  
**Person:** Rene Knight  
**Activity:** Independent Reading Conference Training

**Aug 19, 2009:** Email monthly strategies to teachers. Monthly strategies are provided for the school year.  
**Person:** Dameca Harrison  
**Activity:** Monthly Strategies

**Aug 19, 2009:** A copy of the grade level Language Arts skills charts will be created laminated and distributed to every teacher for classroom use.

**Person:** Susan Bochnowski

**Activity:** Posters

**Aug 19, 2009:** email explanation of chart

**Person:** Christina Gutierrez

**Activity:** Sharing Chart

**Aug 19, 2009:** pass out charts

**Person:** Christina Gutierrez

**Activity:** Sharing Chart

**Aug 19, 2009:** explain addition books for lexiles

**Person:** Rene Knight

**Activity:** Staff Meeting for New Conference Focus

**Aug 19, 2009:** explain labels and folders

**Person:** Cynid Malinowski

**Activity:** Staff Meeting for New Conference Focus

**Aug 19, 2009:** explain new focus of conferencing

**Person:** Christina Gutierrez

**Activity:** Staff Meeting for New Conference Focus

**Aug 28, 2009:** E-mail teachers that in classroom lesson support (refer to teacher mentor plan for details), will be available as needed.

**Person:** Terri Waugaman

**Activity:** Coaching

**Sep 1, 2009:** At the beginning of each month, the strategy of the month will be announced with a brief overview of the strategy.

**Person:** Dameca Harrison

**Activity:** Announcements

**Sep 1, 2009:** Email reminder offering coaching

**Person:** Dameca Harrison

**Activity:** Emailing Faculty

**Sep 1, 2009:** Create a math bulletin board with math ideas and monthly strategies posted. The board will be changed as needed.

**Person:** Jennifer Rhodes

**Activity:** Math Bulletin Board

**Sep 1, 2009:** Create a math bulletin board with math ideas and monthly strategies posted

**Person:** Jennifer Rhodes

**Activity:** Math Bulletin Board

**Sep 1, 2009:** Email faculty of date of training

**Person:** Lois Johnson

**Activity:** Strategy Training #1

**Sep 1, 2009:** Secure location with Principal for training

**Person:** Lois Johnson

**Activity:** Strategy Training #1

**Sep 1, 2009:** Secure location with Principal for training

**Person:** Lois Johnson

**Activity:** Strategy Training #1

**Sep 1, 2009:** Secure lunch with Principal for training

**Person:** Lois Johnson

**Activity:** Strategy Training #1

- Sep 1, 2009:** Secure lunch with Principal for training  
**Person:** Lois Johnson  
**Activity:** Strategy Training #1
- Sep 4, 2009:** Make copies of handouts  
**Person:** Susan Bochnowski  
**Activity:** Guided Writing Training
- Sep 10, 2009:** Provide snacks  
**Person:** Deb Carlson  
**Activity:** Guided Writing Training
- Sep 10, 2009:** Set up media and technology support  
**Person:** Betty Smith  
**Activity:** Guided Writing Training
- Sep 11, 2009:** Present ideas of Interactive Writing  
**Person:** Terri Waugaman  
**Activity:** Guided Writing Training
- Sep 11, 2009:** Setup and cleanup materials and snacks  
**Person:** Judy Smejek  
**Activity:** Guided Writing Training
- Sep 16, 2009:** Training for faculty on Monthly Math Strategies  
**Person:** Lois Johnson  
**Activity:** Strategy Training #1
- Sep 16, 2009:** Training on strategies and implementation suggestions  
**Person:** Lois Johnson  
**Activity:** Strategy Training #1
- Sep 30, 2009:** Collect 1 sample of student work per grade level each month  
**Person:** Dameca Harrison  
**Activity:** Collection of Student Samples
- Oct 1, 2009:** At the beginning of each month, the strategy of the month will be announced with a brief overview of the strategy.  
**Person:** Dameca Harrison  
**Activity:** Announcements
- Oct 1, 2009:** Email reminder offering coaching  
**Person:** Dameca Harrison  
**Activity:** Emailing Faculty
- Oct 1, 2009:** email staff of training offered with lunch and need to RSVP  
**Person:** Christina Gutierrez  
**Activity:** Staff video training with lunch
- Oct 8, 2009:** turn in lunch RSVPs and place order  
**Person:** Cyndi Malinowski  
**Activity:** Staff video training with lunch
- Oct 10, 2009:** hold lunch video training in library  
**Person:** Christina Gutierrez  
**Activity:** Staff video training with lunch
- Oct 10, 2009:** reserve library  
**Person:** Cyndi Malinowski  
**Activity:** Staff video training with lunch

- Oct 10, 2009:** email for time slot  
**Person:** Christina Gutierrez  
**Activity:** Walk through for reading conferences
- Oct 15, 2009:** email explanation of walk through  
**Person:** Cyndi Malinowski  
**Activity:** Inform Staff on the Positives of Independent Reading Conferences
- Oct 16, 2009:** create master list  
**Person:** Christina Gutierrez  
**Activity:** Walk through for reading conferences
- Oct 17, 2009:** post data  
**Person:** Cyndi Malinowski  
**Activity:** Baseline data
- Oct 17, 2009:** review walk through forms  
**Person:** Christina Gutierrez  
**Activity:** Baseline data
- Oct 17, 2009:** tally data  
**Person:** Rene Knight  
**Activity:** Baseline data
- Oct 17, 2009:** create bulletin board on positives from walk through  
**Person:** Cyndi Malinowski  
**Activity:** Positives Comments from Peer Walk Throughs
- Oct 17, 2009:** email master list with times  
**Person:** Christina Gutierrez  
**Activity:** Walk through for reading conferences
- Oct 19, 2009:** do walk through  
**Person:** Christina Gutierrez  
**Activity:** Walk through for reading conferences
- Oct 30, 2009:** Collect 1 sample of student work per grade level each month  
**Person:** Dameca Harrison  
**Activity:** Collection of Student Samples
- Nov 1, 2009:** At the beginning of each month, the strategy of the month will be announced with a brief overview of the strategy.  
**Person:** Dameca Harrison  
**Activity:** Announcements
- Nov 1, 2009:** Email reminder offering coaching  
**Person:** Dameca Harrison  
**Activity:** Emailing Faculty
- Nov 30, 2009:** Collect 1 sample of student work per grade level each month  
**Person:** Dameca Harrison  
**Activity:** Collection of Student Samples
- Dec 1, 2009:** At the beginning of each month, the strategy of the month will be announced with a brief overview of the strategy.  
**Person:** Dameca Harrison  
**Activity:** Announcements
- Dec 1, 2009:** Email reminder offering coaching  
**Person:** Dameca Harrison  
**Activity:** Emailing Faculty

**Dec 10, 2009:** Send e-mail reminders to teachers that they will soon be handing in charts and/or other artifacts of Interactive Writing mini lessons.

**Person:** Judy Smejek

**Activity:** Reminder

**Dec 30, 2009:** Collect 1 sample of student work per grade level each month

**Person:** Dameca Harrison

**Activity:** Collection of Student Samples

**Jan 1, 2010:** At the beginning of each month, the strategy of the month will be announced with a brief overview of the strategy.

**Person:** Dameca Harrison

**Activity:** Announcements

**Jan 1, 2010:** Email reminder offering coaching

**Person:** Dameca Harrison

**Activity:** Emailing Faculty

**Jan 8, 2010:** Collect 1 student work sample from every teacher on the Problem Solving Strategy

**Person:** Scott Donald

**Activity:** Collect 1st semester data

**Jan 15, 2010:** Collect charts/paper on interactive writing.

**Person:** Susan Bochnowski

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

**Jan 15, 2010:** Artifacts of Interactive Writing mini lessons are collected (anchor charts/paper).

**Person:** Susan Bochnowski

**Activity:** Data Collection

**Jan 21, 2010:** post data

**Person:** Cyndi Malinowski

**Activity:** Collect 1st semester data

**Jan 21, 2010:** review walk through forms

**Person:** Christina Gutierrez

**Activity:** Collect 1st semester data

**Jan 21, 2010:** tally data

**Person:** Rene Knight

**Activity:** Collect 1st semester data

**Jan 25, 2010:** Call Sue's Bakery

**Person:** Lesi Marsh

**Activity:** Celebration

**Jan 26, 2010:** Pick up doughnuts

**Person:** Lesi Marsh

**Activity:** Celebration

**Jan 26, 2010:** Pick up tablecloths, balloons, plates, and napkins from storage room and set table for celebration

**Person:** Susan Bochnowski

**Activity:** Celebration

**Jan 30, 2010:** Collect 1 sample of student work per grade level each month

**Person:** Dameca Harrison

**Activity:** Collection of Student Samples

**Feb 1, 2010:** At the beginning of each month, the strategy of the month will be announced with a brief overview of the strategy.

**Person:** Dameca Harrison

**Activity:** Announcements

**Feb 1, 2010:** Email reminder offering coaching  
**Person:** Dameca Harrison  
**Activity:** Emailing Faculty

**Feb 1, 2010:** Email faculty of date of training  
**Person:** Scott Donald  
**Activity:** Strategy Training #2

**Feb 1, 2010:** Secure location for training  
**Person:** Scott Donald  
**Activity:** Strategy Training #2

**Feb 1, 2010:** Secure location with Principal for training  
**Person:** Scott Donald  
**Activity:** Strategy Training #2

**Feb 1, 2010:** Secure lunch with Principal for training  
**Person:** Scott Donald  
**Activity:** Strategy Training #2

**Feb 1, 2010:** Secure lunches for training  
**Person:** Scott Donald  
**Activity:** Strategy Training #2

**Feb 17, 2010:** Training on strategies  
**Person:** Scott Donald  
**Activity:** Strategy Training #2

**Feb 17, 2010:** Training on strategies and implementation suggestions  
**Person:** Scott Donald  
**Activity:** Strategy Training #2

**Mar 1, 2010:** At the beginning of each month, the strategy of the month will be announced with a brief overview of the strategy.  
**Person:** Dameca Harrison  
**Activity:** Announcements

**Mar 1, 2010:** Email reminder offering coaching  
**Person:** Dameca Harrison  
**Activity:** Emailing Faculty

**Mar 2, 2010:** Collect 1 sample of student work per grade level each month  
**Person:** Dameca Harrison  
**Activity:** Collection of Student Samples

**Apr 1, 2010:** At the beginning of each month, the strategy of the month will be announced with a brief overview of the strategy.  
**Person:** Dameca Harrison  
**Activity:** Announcements

**Apr 1, 2010:** Email reminder offering coaching  
**Person:** Dameca Harrison  
**Activity:** Emailing Faculty

**Apr 2, 2010:** Collect 1 sample of student work per grade level each month  
**Person:** Dameca Harrison  
**Activity:** Collection of Student Samples

**May 1, 2010:** At the beginning of each month, the strategy of the month will be announced with a brief overview of the strategy.  
**Person:** Dameca Harrison  
**Activity:** Announcements

- May 1, 2010:** Bring in snacks for faculty for a job well done on the monthly math strategies and turning in work samples for data.  
**Person:** Dameca Harrison  
**Activity:** Celebration
- May 1, 2010:** Email reminder offering coaching  
**Person:** Dameca Harrison  
**Activity:** Emailing Faculty
- May 2, 2010:** Collect 1 sample of student work per grade level each month  
**Person:** Dameca Harrison  
**Activity:** Collection of Student Samples
- May 7, 2010:** Send e-mail reminders to teachers that they will soon be handing in charts and/or other artifacts of Interactive Writing mini lessons.  
**Person:** Judy Smejek  
**Activity:** Reminder
- May 9, 2010:** email for time slot  
**Person:** Christina Gutierrez  
**Activity:** Walk through for reading conferences
- May 14, 2010:** Collect 1 student work sample from every teacher on the Problem Solving strategy  
**Person:** Lois Johnson  
**Activity:** Collect 2nd semester data
- May 15, 2010:** email master list  
**Person:** Christina Gutierrez  
**Activity:** Walk through for reading conferences
- May 16, 2010:** email master list of time slots  
**Person:** Christina Gutierrez  
**Activity:** Walk through for reading conferences
- May 17, 2010:** post data  
**Person:** Cyndi Malinowski  
**Activity:** Collect 2nd semester data
- May 17, 2010:** review walk through forms  
**Person:** Christina Gutierrez  
**Activity:** Collect 2nd semester data
- May 17, 2010:** tally data  
**Person:** Rene Knight  
**Activity:** Collect 2nd semester data
- May 17, 2010:** do walk through  
**Person:** Christina Gutierrez  
**Activity:** Walk through for reading conferences
- May 19, 2010:** Create bulletin board on postives  
**Person:** Cyndi Malinowski  
**Activity:** Postives Comments from Peer Walk Throughs
- May 21, 2010:** Collect charts/paper on interactive writing.  
**Person:** Susan Bochnowski  
**Activity:** Collect final semester/trimester follow up data
- May 21, 2010:** Artifacts of Interactive Writing mini lessons are collected (anchor charts/paper).  
**Person:** Susan Bochnowski  
**Activity:** Data Collection

## Focused Student Group

**Mar 23, 2009:** Special education teacher will research math methods through the internet, journal articles and professional books.

**Person:** LuAnn Keltner

**Activity:** Research

**Apr 6, 2009:** Via the internet and the Department of Special Education, the special education teacher will locate other schools with similar special education populations and demographics that have passed the math portion of the ISTEP.

**Person:** LuAnn Keltner

**Activity:** Research

**Apr 20, 2009:** Order books of math methodology for special education population.

**Person:** Terri Waugaman

**Activity:** Professional Readings

**Apr 23, 2009:** Special education teacher will research math methods through the internet, journal articles and professional books.

**Person:** LuAnn Keltner

**Activity:** Research

**May 15, 2009:** Special ed. teacher will give special education math strategy of the month to general education teachers to try in the classrooms.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

**May 20, 2009:** Special ed. teacher will perform readings of math methods from the books.

**Person:** LuAnn Keltner

**Activity:** Professional Readings

**May 22, 2009:** Teacher administering the CBM pre/post test to measure on the new method for every student.

**Person:** LuAnn Keltner

**Activity:** Collect baseline data

**May 23, 2009:** Special education teacher will research math methods through the internet, journal articles and professional books.

**Person:** LuAnn Keltner

**Activity:** Research

**Aug 23, 2009:** Special education teacher will research math methods through the internet, journal articles and professional books.

**Person:** LuAnn Keltner

**Activity:** Research

**Aug 24, 2009:** Special education teacher will choose one researched math method, that correlates with the math committee's monthly strategies, to use with special education students for a one month time period.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Aug 31, 2009:** Special education teacher will choose one researched math method, that correlates with the math committee's monthly strategies, to use with special education students for a one month time period.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Aug 31, 2009:** Special education teacher will contact the above mentioned schools via email to inquire about the delivery of special ed. math services and math methodologies used in their school.

**Person:** LuAnn Keltner

**Activity:** Research

**Aug 31, 2009:** Special ed. teacher will conduct a site visit to observe the delivery of special education math services.

**Person:** LuAnn Keltner

**Activity:** Site Visits



**Sep 1, 2009:** After site visits, the special education teacher will share findings of said visits with staff members via email.

**Person:** LuAnn Keltner

**Activity:** Sharing information of findings.

**Sep 1, 2009:** Special education teacher will share findings and offer any new instruction to the special education aide for use in the general education classes.

**Person:** LuAnn Keltner

**Activity:** Sharing with special education aide

**Sep 2, 2009:** Special ed. teacher will discuss findings from readings during collaboration meetings with teachers on a monthly basis.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

**Sep 7, 2009:** Special education teacher will choose one researched math method, that correlates with the math committee's monthly strategies, to use with special education students for a one month time period.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Sep 14, 2009:** Special education teacher will choose one researched math method, that correlates with the math committee's monthly strategies, to use with special education students for a one month time period.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Sep 14, 2009:** Special ed. teacher will arrange a site visit if the school is within 50 miles.

**Person:** LuAnn Keltner

**Activity:** Research

**Sep 15, 2009:** Special ed. teacher will give special education math strategy of the month to general education teachers to try in the classrooms.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

**Sep 16, 2009:** Special ed. teacher will perform readings of math methods from the books.

**Person:** LuAnn Keltner

**Activity:** Professional Readings

**Sep 21, 2009:** Special education teacher will choose one researched math method, that correlates with the math committee's monthly strategies, to use with special education students for a one month time period.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Sep 23, 2009:** Special education teacher will research math methods through the internet, journal articles and professional books.

**Person:** LuAnn Keltner

**Activity:** Research

**Oct 5, 2009:** Special education teacher will develop CBM pretest to gauge special education students' knowledge of chosen math method.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Oct 6, 2009:** Implement math method for 3 week time period.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Oct 7, 2009:** Special ed. teacher will discuss findings from readings during collaboration meetings with teachers on a monthly basis.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

- Oct 12, 2009:** Special ed. teacher will arrange a site visit if the school is within 50 miles.  
**Person:** LuAnn Keltner  
**Activity:** Research
- Oct 20, 2009:** Special ed. teacher will give special education math strategy of the month to general education teachers to try in the classrooms.  
**Person:** LuAnn Keltner  
**Activity:** Collaboration meetings to discuss findings with general education teachers
- Oct 21, 2009:** Special ed. teacher will perform readings of math methods from the books.  
**Person:** LuAnn Keltner  
**Activity:** Professional Readings
- Oct 21, 2009:** Special ed. teacher will conduct a site visit to observe the delivery of special education math services.  
**Person:** LuAnn Keltner  
**Activity:** Site Visits
- Oct 23, 2009:** Special education teacher will research math methods through the internet, journal articles and professional books.  
**Person:** LuAnn Keltner  
**Activity:** Research
- Oct 26, 2009:** Special ed. teacher will administer CBM post-test to gauge success of chosen math method.  
**Person:** LuAnn Keltner  
**Activity:** Math Method Implementation
- Oct 28, 2009:** After site visits, the special education teacher will share findings of said visits with staff members via email.  
**Person:** LuAnn Keltner  
**Activity:** Sharing information of findings.
- Oct 28, 2009:** Special education teacher will share findings and offer any new instruction to the special education aide for use in the general education classes.  
**Person:** LuAnn Keltner  
**Activity:** Sharing with special education aide
- Nov 2, 2009:** Special education teacher will develop CBM pretest to gauge special education students' knowledge of chosen math method.  
**Person:** LuAnn Keltner  
**Activity:** Math Method Implementation
- Nov 4, 2009:** Special ed. teacher will discuss findings from readings during collaboration meetings with teachers on a monthly basis.  
**Person:** LuAnn Keltner  
**Activity:** Collaboration meetings to discuss findings with general education teachers
- Nov 17, 2009:** Special ed. teacher will give special education math strategy of the month to general education teachers to try in the classrooms.  
**Person:** LuAnn Keltner  
**Activity:** Collaboration meetings to discuss findings with general education teachers
- Nov 18, 2009:** Special ed. teacher will perform readings of math methods from the books.  
**Person:** LuAnn Keltner  
**Activity:** Professional Readings
- Nov 18, 2009:** Special ed. teacher will conduct a site visit to observe the delivery of special education math services.  
**Person:** LuAnn Keltner  
**Activity:** Site Visits
- Nov 23, 2009:** Special ed. teacher will administer CBM post-test to gauge success of chosen math method.  
**Person:** LuAnn Keltner  
**Activity:** Math Method Implementation

**Nov 23, 2009:** Special education teacher will research math methods through the internet, journal articles and professional books.

**Person:** LuAnn Keltner

**Activity:** Research

**Nov 23, 2009:** After site visits, the special education teacher will share findings of said visits with staff members via email.

**Person:** LuAnn Keltner

**Activity:** Sharing information of findings.

**Nov 23, 2009:** Special education teacher will share findings and offer any new instruction to the special education aide for use in the general education classes.

**Person:** LuAnn Keltner

**Activity:** Sharing with special education aide

**Dec 2, 2009:** Special ed. teacher will discuss findings from readings during collaboration meetings with teachers on a monthly basis.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

**Dec 7, 2009:** Special education teacher will develop CBM pretest to gauge special education students' knowledge of chosen math method.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Dec 15, 2009:** Special ed. teacher will give special education math strategy of the month to general education teachers to try in the classrooms.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

**Dec 16, 2009:** Special ed. teacher will perform readings of math methods from the books.

**Person:** LuAnn Keltner

**Activity:** Professional Readings

**Dec 18, 2009:** Special ed. teacher will administer CBM post-test to gauge success of chosen math method.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Jan 4, 2010:** Special education teacher will develop CBM pretest to gauge special education students' knowledge of chosen math method.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**Jan 6, 2010:** Special ed. teacher will discuss findings from readings during collaboration meetings with teachers on a monthly basis.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

**Jan 19, 2010:** Special ed. teacher will give special education math strategy of the month to general education teachers to try in the classrooms.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

**Jan 20, 2010:** Special ed. teacher will perform readings of math methods from the books.

**Person:** LuAnn Keltner

**Activity:** Professional Readings

**Jan 25, 2010:** Special ed. teacher will administer CBM post-test to gauge success of chosen math method.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

- Jan 29, 2010:** Teacher administering the CBM pre/post test to measure on the new method for every student.  
**Person:** LuAnn Keltner  
**Activity:** Collect first semester/trimester follow up data
- Feb 1, 2010:** Special education teacher will develop CBM pretest to gauge special education students' knowledge of chosen math method.  
**Person:** LuAnn Keltner  
**Activity:** Math Method Implementation
- Feb 3, 2010:** Special ed. teacher will discuss findings from readings during collaboration meetings with teachers on a monthly basis.  
**Person:** LuAnn Keltner  
**Activity:** Collaboration meetings to discuss findings with general education teachers
- Feb 16, 2010:** Special ed. teacher will give special education math strategy of the month to general education teachers to try in the classrooms.  
**Person:** LuAnn Keltner  
**Activity:** Collaboration meetings to discuss findings with general education teachers
- Feb 17, 2010:** Special ed. teacher will perform readings of math methods from the books.  
**Person:** LuAnn Keltner  
**Activity:** Professional Readings
- Feb 22, 2010:** Special ed. teacher will administer CBM post-test to gauge success of chosen math method.  
**Person:** LuAnn Keltner  
**Activity:** Math Method Implementation
- Mar 1, 2010:** Special education teacher will develop CBM pretest to gauge special education students' knowledge of chosen math method.  
**Person:** LuAnn Keltner  
**Activity:** Math Method Implementation
- Mar 3, 2010:** Special ed. teacher will discuss findings from readings during collaboration meetings with teachers on a monthly basis.  
**Person:** LuAnn Keltner  
**Activity:** Collaboration meetings to discuss findings with general education teachers
- Mar 16, 2010:** Special ed. teacher will give special education math strategy of the month to general education teachers to try in the classrooms.  
**Person:** LuAnn Keltner  
**Activity:** Collaboration meetings to discuss findings with general education teachers
- Mar 17, 2010:** Special ed. teacher will perform readings of math methods from the books.  
**Person:** LuAnn Keltner  
**Activity:** Professional Readings
- Mar 22, 2010:** Special ed. teacher will administer CBM post-test to gauge success of chosen math method.  
**Person:** LuAnn Keltner  
**Activity:** Math Method Implementation
- Apr 1, 2010:** Special education teacher will develop CBM pretest to gauge special education students' knowledge of chosen math method.  
**Person:** LuAnn Keltner  
**Activity:** Math Method Implementation
- Apr 7, 2010:** Special ed. teacher will discuss findings from readings during collaboration meetings with teachers on a monthly basis.  
**Person:** LuAnn Keltner  
**Activity:** Collaboration meetings to discuss findings with general education teachers

**Apr 20, 2010:** Special ed. teacher will give special education math strategy of the month to general education teachers to try in the classrooms.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

**Apr 21, 2010:** Special ed. teacher will perform readings of math methods from the books.

**Person:** LuAnn Keltner

**Activity:** Professional Readings

**Apr 26, 2010:** Special ed. teacher will administer CBM post-test to gauge success of chosen math method.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**May 3, 2010:** Special education teacher will develop CBM pretest to gauge special education students' knowledge of chosen math method.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**May 5, 2010:** Special ed. teacher will discuss findings from readings during collaboration meetings with teachers on a monthly basis.

**Person:** LuAnn Keltner

**Activity:** Collaboration meetings to discuss findings with general education teachers

**May 24, 2010:** Special ed. teacher will administer CBM post-test to gauge success of chosen math method.

**Person:** LuAnn Keltner

**Activity:** Math Method Implementation

**May 28, 2010:** Teacher administering the CBM pre/post test to measure on the new method for every student.

**Person:** LuAnn Keltner

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

## Parent Involvement

**Jan 8, 2009:** Send out 2nd fliers for Science/Math night

**Person:** Terri Waugaman

**Activity:** Send out flier for Science/Math Nights

**Jan 22, 2009:** Send our 3rd flier for Science/Math Night

**Person:** Terri Waugaman

**Activity:** Send out flier for Science/Math Nights

**Feb 5, 2009:** Survey to see if parents are using the methods/strategies learned during Science/Math Night.

**Person:** Terri Waugaman

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

**Mar 19, 2009:** Survey to see if parents are using the methods/strategies learned during Literacy Night.

**Person:** Terri Waugaman

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

**Apr 3, 2009:** Order the subscription for the 09-10 school year

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Aug 19, 2009:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive.

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Sep 1, 2009:** Distribute to the entire school

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Sep 1, 2009:** Each month type important information for parents and post on the website and give to the editor of the school newspaper.

**Person:** Terri Waugaman

**Activity:** Title 1 newsletter page on website and sent in school newspaper

**Sep 19, 2009:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive.

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Oct 1, 2009:** Distribute to the entire school

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Oct 5, 2009:** Contact Deborah Over to get prices for food.

**Person:** Terri Waugaman

**Activity:** Literacy Night: Provide Food for Parents/Teachers/Staff that are working or having fun.

**Oct 6, 2009:** Each month type important information for parents and post on the website and give to the editor of the school newspaper.

**Person:** Terri Waugaman

**Activity:** Title 1 newsletter page on website and sent in school newspaper

**Oct 16, 2009:** Make fliers for Literacy Night Send out 1st flier.

**Person:** Terri Waugaman

**Activity:** Send out flier for Literacy Night

**Oct 19, 2009:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive.

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Oct 19, 2009:** Send out teacher volunteer form 1st time.

**Person:** Terri Waugaman

**Activity:** Teacher Volunteer Form for Literacy Night

**Oct 23, 2009:** Literacy night bulletin board with the fun games and prizes available.

**Person:** Loreta Vician

**Activity:** Literacy Night: Bulletin Board

**Oct 28, 2009:** Send out 2nd fliers for Literacy night

**Person:** Terri Waugaman

**Activity:** Send out flier for Literacy Night

**Nov 1, 2009:** Distribute to the entire school

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Nov 1, 2009:** Send in food order and send in purchase order to Deborah Over.

**Person:** Terri Waugaman

**Activity:** Literacy Night: Provide Food for Parents/Teachers/Staff that are working or having fun.

**Nov 2, 2009:** Send out teacher volunteer form 2nd time.

**Person:** Terri Waugaman

**Activity:** Teacher Volunteer Form for Literacy Night

**Nov 3, 2009:** Each month type important information for parents and post on the website and give to the editor of the school newspaper.

**Person:** Terri Waugaman

**Activity:** Title 1 newsletter page on website and sent in school newspaper

**Nov 6, 2009:** Send our 3rd flier for Literacy Night  
**Person:** Terri Waugaman  
**Activity:** Send out flier for Literacy Night

**Nov 9, 2009:** Get final count for food.  
**Person:** Terri Waugaman  
**Activity:** Literacy Night: Provide Food for Parents/Teachers/Staff that are working or having fun.

**Nov 9, 2009:** Let teachers know their jobs for the night and pass out materials.  
**Person:** Terri Waugaman  
**Activity:** Teacher Volunteer Form for Literacy Night

**Nov 19, 2009:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive.  
**Person:** Terri Waugaman  
**Activity:** Home-School Connection & Building Readers newsletter

**Nov 20, 2009:** Survey Teachers after event  
**Person:** Terri Waugaman  
**Activity:** Collect baseline data

**Nov 20, 2009:** Survey to see if parents are using the methods/strategies learned during Literacy Night.  
**Person:** Terri Waugaman  
**Activity:** Collect baseline data

**Dec 1, 2009:** Distribute to the entire school  
**Person:** Terri Waugaman  
**Activity:** Home-School Connection & Building Readers newsletter

**Dec 1, 2009:** Each month type important information for parents and post on the website and give to the editor of the school newspaper.  
**Person:** Terri Waugaman  
**Activity:** Title 1 newsletter page on website and sent in school newspaper

**Dec 18, 2009:** Make fliers for Science/Math Send out 1st flier.  
**Person:** Terri Waugaman  
**Activity:** Send out flier for Science/Math Nights

**Dec 19, 2009:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive.  
**Person:** Terri Waugaman  
**Activity:** Home-School Connection & Building Readers newsletter

**Jan 1, 2010:** Distribute to the entire school  
**Person:** Terri Waugaman  
**Activity:** Home-School Connection & Building Readers newsletter

**Jan 4, 2010:** Contact Deborah Over to get prices for food.  
**Person:** Terri Waugaman  
**Activity:** Math and Science Night: Provide Food for Parents/Teachers/Staff that are working or having fun.

**Jan 4, 2010:** Send out teacher volunteer form 1st time.  
**Person:** Terri Waugaman  
**Activity:** Teacher Volunteer Form for Science/Math Night

**Jan 5, 2010:** Each month type important information for parents and post on the website and give to the editor of the school newspaper.  
**Person:** Terri Waugaman  
**Activity:** Title 1 newsletter page on website and sent in school newspaper

**Jan 11, 2010:** Send out teacher volunteer form 2nd time.

**Person:** Terri Waugaman

**Activity:** Teacher Volunteer Form for Science/Math Night

**Jan 19, 2010:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive.

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Jan 22, 2010:** Send in food order and send in purchase order to Deborah Over.

**Person:** Terri Waugaman

**Activity:** Math and Science Night: Provide Food for Parents/Teachers/Staff that are working or having fun.

**Jan 24, 2010:** Get final count for food.

**Person:** Terri Waugaman

**Activity:** Math and Science Night: Provide Food for Parents/Teachers/Staff that are working or having fun.

**Jan 25, 2010:** Let teachers know their jobs for the night and pass out materials.

**Person:** Terri Waugaman

**Activity:** Teacher Volunteer Form for Science/Math Night

**Feb 1, 2010:** Put up bulletin board in the front hallway with ideas for science fair projects.

**Person:** Loreta Vician

**Activity:** Bulletin Board: Science / Math Night

**Feb 1, 2010:** Distribute to the entire school

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Feb 2, 2010:** Each month type important information for parents and post on the website and give to the editor of the school newspaper.

**Person:** Terri Waugaman

**Activity:** Title 1 newsletter page on website and sent in school newspaper

**Feb 19, 2010:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive.

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Mar 1, 2010:** Distribute to the entire school

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Mar 2, 2010:** Each month type important information for parents and post on the website and give to the editor of the school newspaper.

**Person:** Terri Waugaman

**Activity:** Title 1 newsletter page on website and sent in school newspaper

**Mar 19, 2010:** Survey to see if parents are using the methods/strategies learned during science/math Night.

**Person:** Terri Waugaman

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

**Mar 19, 2010:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive.

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**Apr 1, 2010:** Distribute to the entire school

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter



**Apr 6, 2010:** Each month type important information for parents and post on the website and give to the editor of the school newspaper.

**Person:** Terri Waugaman

**Activity:** Title 1 newsletter page on website and sent in school newspaper

**Apr 19, 2010:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive.

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**May 1, 2010:** Distribute to the entire school

**Person:** Terri Waugaman

**Activity:** Home-School Connection & Building Readers newsletter

**May 16, 2010:** Survey again in March to see if parents are still using strategies in Literacy

**Person:** Terri Waugaman

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

**May 16, 2010:** Survey Teachers after event.

**Person:** Terri Waugaman

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

**May 16, 2010:** Survey to see if parents are using the methods/strategies learned during science/math Night

**Person:** Terri Waugaman

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

## Teacher Mentoring Program

**Apr 1, 2009:** Get materials

**Person:** Terri Waugaman

**Activity:** Guided Writing Training

**Apr 22, 2009:** Gather materials, get ready for workshop.

**Person:** Terri Waugaman

**Activity:** Interactive Writing Workshop

**May 12, 2009:** Set up and get materials.

**Person:** Terri Waugaman

**Activity:** Training on Fountas & Pinnell Benchmark Kits

**May 12, 2009:** Survey on the workshop.

**Person:** Terri Waugaman

**Activity:** Training on Fountas & Pinnell Benchmark Kits

**May 13, 2009:** Have workshop

**Person:** Terri Waugaman

**Activity:** Training on Fountas & Pinnell Benchmark Kits

**May 20, 2009:** Have the workshop.

**Person:** Terri Waugaman

**Activity:** Interactive Writing Workshop

**May 20, 2009:** Follow-up via email for question or assistance.

**Person:** Terri Waugaman

**Activity:** Training on Fountas & Pinnell Benchmark Kits

**May 21, 2009:** Send follow-up questions out to teachers, and survey on the workshop.

**Person:** Terri Waugaman

**Activity:** Interactive Writing Workshop

- Sep 4, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Sep 4, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Sep 8, 2009:** help plan a lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Sep 10, 2009:** modeling lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Sep 11, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Sep 11, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Sep 12, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Sep 12, 2009:** Pre/Posting coaching session as set up in the to-do list.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Sep 12, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Sep 18, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Sep 18, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Sep 19, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Sep 19, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Sep 25, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Sep 25, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching

- Sep 26, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Sep 26, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Oct 2, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 2, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Oct 3, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 3, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Oct 8, 2009:** help plan a lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Oct 8, 2009:** modeling lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Oct 9, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 9, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Oct 10, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 10, 2009:** Pre/Posting coaching session as set up in the to-do list.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Oct 10, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Oct 16, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 16, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching

- Oct 17, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 17, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Oct 23, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 23, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Oct 24, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 24, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Oct 28, 2009:** While meeting with teachers go over the balanced literacy frameworks checklist and determine what frameworks are being taught and which need coaching.  
**Person:** Terri Waugaman  
**Activity:** Collect baseline data
- Oct 28, 2009:** email teachers to bring in samples  
**Person:** Terri Waugaman  
**Activity:** Interactive Writing Workshop
- Oct 28, 2009:** Follow up workshop get materials need  
**Person:** Terri Waugaman  
**Activity:** Interactive Writing Workshop
- Oct 30, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 30, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Oct 31, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Oct 31, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Nov 2, 2009:** have workshop  
**Person:** Terri Waugaman  
**Activity:** Interactive Writing Workshop
- Nov 6, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge

- Nov 6, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Nov 7, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Nov 7, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Nov 8, 2009:** help plan a lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Nov 9, 2009:** Send out follow-up questions  
**Person:** Terri Waugaman  
**Activity:** Interactive Writing Workshop
- Nov 12, 2009:** modeling lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Nov 13, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Nov 13, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Nov 14, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Nov 14, 2009:** Pre/Posting coaching session as set up in the to-do list.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Nov 14, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Nov 20, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Nov 20, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Nov 21, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Nov 21, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching

- Nov 27, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Nov 27, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Nov 28, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Nov 28, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Dec 4, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Dec 4, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Dec 5, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Dec 5, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Dec 8, 2009:** help plan a lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Dec 10, 2009:** modeling lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Dec 11, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Dec 11, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Dec 12, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Dec 12, 2009:** Pre/Posting coaching session as set up in the to-do list.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Dec 12, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching

- Dec 18, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Dec 18, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Dec 19, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Dec 19, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Dec 25, 2009:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Dec 25, 2009:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Dec 26, 2009:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Dec 26, 2009:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Jan 1, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 1, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Jan 2, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 2, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Jan 8, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 8, 2010:** help plan a lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Jan 8, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching

- Jan 9, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 9, 2010:** Pre/Posting coaching session as set up in the to-do list.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Jan 9, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Jan 14, 2010:** modeling lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Jan 15, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 15, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Jan 16, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 16, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Jan 22, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 22, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Jan 23, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 23, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Jan 28, 2010:** Set up materials  
**Person:** Terri Waugaman  
**Activity:** Shared Writing Training
- Jan 29, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 29, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching



- Jan 30, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jan 30, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Feb 1, 2010:** Have workshop  
**Person:** Terri Waugaman  
**Activity:** Shared Writing Training
- Feb 5, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Feb 5, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Feb 6, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Feb 6, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Feb 8, 2010:** help plan a lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Feb 8, 2010:** Follow-up and survey  
**Person:** Terri Waugaman  
**Activity:** Shared Writing Training
- Feb 11, 2010:** modeling lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Feb 12, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Feb 12, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Feb 13, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Feb 13, 2010:** Pre/Posting coaching session as set up in the to-do list.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Feb 13, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching

- Feb 19, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Feb 19, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Feb 20, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Feb 20, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Feb 26, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Feb 26, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Feb 27, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Feb 27, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Mar 5, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Mar 5, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Mar 6, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Mar 6, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Mar 8, 2010:** help plan a lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Mar 11, 2010:** modeling lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Mar 12, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge

- Mar 12, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Mar 13, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Mar 13, 2010:** Pre/Posting coaching session as set up in the to-do list.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Mar 13, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Mar 19, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Mar 19, 2010:** While meeting with teachers go over the balanced literacy frameworks checklist and determine what frameworks are being taught and which need coaching.  
**Person:** Terri Waugaman  
**Activity:** Collect first semester/trimester follow up data
- Mar 19, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Mar 20, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Mar 20, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Mar 26, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Mar 26, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Mar 27, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Mar 27, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Apr 2, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Apr 2, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching

- Apr 3, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Apr 3, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Apr 8, 2010:** help plan a lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Apr 8, 2010:** modeling lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Apr 9, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Apr 9, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Apr 10, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Apr 10, 2010:** Pre/Posting coaching session as set up in the to-do list.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- Apr 10, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Apr 12, 2010:** Have training  
**Person:** Terri Waugaman  
**Activity:** Guided Writing Training
- Apr 12, 2010:** Have training  
**Person:** Terri Waugaman  
**Activity:** Writer's Workshop Training
- Apr 12, 2010:** Set up materials, order Library Mouse for all teachers.  
**Person:** Terri Waugaman  
**Activity:** Writer's Workshop Training
- Apr 13, 2010:** follow-up, and survey  
**Person:** Terri Waugaman  
**Activity:** Guided Writing Training
- Apr 13, 2010:** Follow-up, and survey  
**Person:** Terri Waugaman  
**Activity:** Writer's Workshop Training
- Apr 16, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge

- Apr 16, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Apr 17, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Apr 17, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Apr 23, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Apr 23, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Apr 24, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Apr 24, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- Apr 30, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Apr 30, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- May 1, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- May 1, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- May 7, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- May 7, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- May 8, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- May 8, 2010:** help plan a lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)

- May 8, 2010:** Pre/Posting coaching session as set up in the to-do list.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- May 8, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- May 13, 2010:** modeling lesson plan in the area of balanced literacy.  
**Person:** Terri Waugaman  
**Activity:** Coaching (after setting up dates from the to-do list)
- May 14, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- May 14, 2010:** While meeting with teachers go over the balanced literacy frameworks checklist and determine what frameworks are being taught and which need coaching.  
**Person:** Terri Waugaman  
**Activity:** Collect final semester/trimester follow up data
- May 14, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- May 15, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- May 15, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- May 21, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- May 21, 2010:** Set up a time for the Pre-coaching & Post-coaching  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- May 22, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- May 22, 2010:** Set up a time for the modeling and start coaching process over on same framework 2 more times  
**Person:** Terri Waugaman  
**Activity:** Schedule for Coaching
- May 28, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- May 29, 2010:** Make a collage of pictures, notes, items in the lounge for teachers.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge
- Jun 4, 2010:** make note while coaching of positive happenings in the classroom.  
**Person:** Terri Waugaman  
**Activity:** Brag Board in Lounge

## Timely Additional Assistance

**Apr 30, 2009:** Give order for medals to principal.

**Person:** LuAnn Keltner

**Activity:** Celebration of increase in reading scores

**May 8, 2009:** Develop survey of confidence in reading ability.

**Person:** Jackie Keefe

**Activity:** Survey

**May 22, 2009:** Special education teacher will survey special education students to see if they do guided reading with their general education teachers.

**Person:** Jackie Keefe

**Activity:** Collect baseline data

**May 22, 2009:** Administer survey to special ed. students.

**Person:** Jackie Keefe

**Activity:** Survey

**Aug 19, 2009:** Continue to prepare growth data to present to staff indicating how "double blocking" is working (i.e. NWEA scores, lexile ranges, guided reading levels).

**Person:** LuAnn Keltner

**Activity:** Inform staff of growth data

**Aug 20, 2009:** Present growth data to staff via email.

**Person:** LuAnn Keltner

**Activity:** Inform staff of growth data

**Aug 21, 2009:** Special ed. teacher will attend an informational meeting for Interactive writing.

**Person:** LuAnn Keltner

**Activity:** Interactive writing workshop

**Sep 2, 2009:** Special ed. teacher will attend monthly grade level meetings for grades K-5; held with Title 1 teacher and Principal.

**Person:** LuAnn Keltner

**Activity:** Grade Level meetings

**Sep 25, 2009:** Administer survey to special ed. students.

**Person:** Jackie Keefe

**Activity:** Survey

**Oct 2, 2009:** Special ed. teacher will attend monthly grade level meetings for grades K-5; held with Title 1 teacher and Principal.

**Person:** LuAnn Keltner

**Activity:** Grade Level meetings

**Oct 12, 2009:** Special ed. teacher will receive coaching for Interactive Writing from literacy coach.

**Person:** LuAnn Keltner

**Activity:** Coaching

**Oct 12, 2009:** Special education teacher will meet with general education teachers after each NWEA testing window to identify specific student needs in guided reading through the Descarte program from NWEA.

**Person:** Jackie Keefe

**Activity:** Data Correlation with Lesson Plans

**Oct 19, 2009:** Special education teacher will design and implement individual lesson plans for student use of the Compass computer program to monitor over the grading period.

**Person:** Jackie Keefe

**Activity:** Data Correlation with Lesson Plans

- Oct 26, 2009:** schedule celebration with students and teachers.  
**Person:** LuAnn Keltner  
**Activity:** Celebration of increase in reading scores
- Oct 27, 2009:** Email teachers to inform of celebration.  
**Person:** LuAnn Keltner  
**Activity:** Celebration of increase in reading scores
- Oct 28, 2009:** Distribute medals to special education students that raised guided reading levels after running records are completed.  
**Person:** LuAnn Keltner  
**Activity:** Celebration of increase in reading scores
- Nov 2, 2009:** Special ed. teacher will attend monthly grade level meetings for grades K-5; held with Title 1 teacher and Principal.  
**Person:** LuAnn Keltner  
**Activity:** Grade Level meetings
- Nov 27, 2009:** Administer survey to special ed. students.  
**Person:** Jackie Keefe  
**Activity:** Survey
- Dec 2, 2009:** Special ed. teacher will attend monthly grade level meetings for grades K-5; held with Title 1 teacher and Principal.  
**Person:** LuAnn Keltner  
**Activity:** Grade Level meetings
- Jan 2, 2010:** Special ed. teacher will attend monthly grade level meetings for grades K-5; held with Title 1 teacher and Principal.  
**Person:** LuAnn Keltner  
**Activity:** Grade Level meetings
- Jan 15, 2010:** Email teachers to inform of celebration.  
**Person:** LuAnn Keltner  
**Activity:** Celebration of increase in reading scores
- Jan 15, 2010:** schedule celebration with students and teachers.  
**Person:** LuAnn Keltner  
**Activity:** Celebration of increase in reading scores
- Jan 19, 2010:** Distribute medals to special education students that raised guided reading levels after running records are completed.  
**Person:** LuAnn Keltner  
**Activity:** Celebration of increase in reading scores
- Jan 19, 2010:** Put in evidence binder.  
**Person:** LuAnn Keltner  
**Activity:** Special education evidence collection
- Jan 19, 2010:** Special education teacher will collect one piece of evidence from each literacy area.  
**Person:** LuAnn Keltner  
**Activity:** Special education evidence collection
- Jan 25, 2010:** Special ed. teacher will seek help for Literacy coach and Title 1 teacher to refine Interactive Writing program for special education students.  
**Person:** LuAnn Keltner  
**Activity:** Coaching
- Jan 29, 2010:** Special education teacher will survey special education students to see if they do guided reading with their general education teachers.  
**Person:** Jackie Keefe  
**Activity:** Collect first semester/trimester follow up data



**Jan 29, 2010:** Administer survey to special ed. students.

**Person:** Jackie Keefe

**Activity:** Survey

**Feb 2, 2010:** Special ed. teacher will attend monthly grade level meetings for grades K-5; held with Title 1 teacher and Principal.

**Person:** LuAnn Keltner

**Activity:** Grade Level meetings

**Feb 8, 2010:** Special education teacher will meet with general education teachers after each NWEA testing window to identify specific student needs in guided reading through the Descarte program from NWEA.

**Person:** Jackie Keefe

**Activity:** Data Correlation with Lesson Plans

**Feb 16, 2010:** Special education teacher will design and implement individual lesson plans for student use of the Compass computer program to monitor over the grading period.

**Person:** Jackie Keefe

**Activity:** Data Correlation with Lesson Plans

**Mar 2, 2010:** Special ed. teacher will attend monthly grade level meetings for grades K-5; held with Title 1 teacher and Principal.

**Person:** LuAnn Keltner

**Activity:** Grade Level meetings

**Mar 22, 2010:** Email teachers to inform of celebration.

**Person:** LuAnn Keltner

**Activity:** Celebration of increase in reading scores

**Mar 22, 2010:** schedule celebration with students and teachers.

**Person:** LuAnn Keltner

**Activity:** Celebration of increase in reading scores

**Mar 23, 2010:** Distribute medals to special education students that raised guided reading levels after running records are completed.

**Person:** LuAnn Keltner

**Activity:** Celebration of increase in reading scores

**Apr 2, 2010:** Special ed. teacher will attend monthly grade level meetings for grades K-5; held with Title 1 teacher and Principal.

**Person:** LuAnn Keltner

**Activity:** Grade Level meetings

**Apr 2, 2010:** Administer survey to special ed. students.

**Person:** Jackie Keefe

**Activity:** Survey

**May 10, 2010:** Put in evidence binder.

**Person:** LuAnn Keltner

**Activity:** Special education evidence collection

**May 10, 2010:** Special education teacher will collect one piece of evidence from each literacy area.

**Person:** LuAnn Keltner

**Activity:** Special education evidence collection

**May 24, 2010:** Special education teacher will meet with general education teachers after each NWEA testing window to identify specific student needs in guided reading through the Descarte program from NWEA.

**Person:** Jackie Keefe

**Activity:** Data Correlation with Lesson Plans

**May 28, 2010:** Special education teacher will survey special education students to see if they do guided reading with their general education teachers.

**Person:** Jackie Keefe

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

## Continuous Improvement Timeline

	<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>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 &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>	
	<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>