

# School Improvement Plan - 2010-2011

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## 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:



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# 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
- Title I - School in Improvement

## **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.

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

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## 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
- Tabitha Henry
- LuAnn Keltner
- Cindy Malinowski
- Lesi Marsh
- Jenny Rhodes
- Terri Waugaman
- Gail Zmeriski

## Community Council

- Connie Ashlock - parent
- Cheryl Atkinson - Parent
- Leslie Baldauf - Parent
- Gail Bieker - Business/Parent

- Jan Cingrel - Parent
- David Czynscon - Business
- Derek Dembowski - Apprenticeship Program Representative
- Brian Denney - Parent
- Mary Didelot - Four year college representative
- Marie Drake - Parent
- Roy Drake - Parent
- Kerrie Dye - Business/Parent
- Linda Flint - Teacher from Receiving School
- Kelly Gossman - Receiving School
- Mary Jo Graig - Community Member/School Corp
- Nancy Gryzch - Gifted & Talented Parent
- Dameca Harrison - Parent Representative
- Chris Hererra - Community Agency
- Kim Hobbs - Parent
- Lisa Hollingsworth - Four year college representative
- Beth Homan - Parent
- Jane Hoyle - Community
- Sharon Johnson-Shirley - School Board Representative
- Estelle Keck-Becke - School Board Representative
- Joy Koi - Parent
- Misty Kronland - Parent representative
- Jennifer LaPorta - Parent
- Brenda Lewis - Educator
- Alisha Ley Daniels - Parent
- Brandy Lohse - Parent
- Mike Lohse - Business/Parent
- Jane McIntire - Community
- Toni Modglin - Federal Youth Programs/Parent
- Christy Morris - Parent
- Ola Morris - Parent
- George Mose - Labor Representative
- Melinda Myer - Parent Representative
- Hilda Negrete - Parent
- Jane Nelson - Community Youth Services
- John Nuttall - Parent
- Kathy Paniaguas - Business Representative-Crown Corp.
- Renne Pluchinsky - Educator
- Christina Repko - Parent Representative
- Tina Rivera - Business/Parent
- Kathy Russell - Parent
- Patrice Salus - Parent
- Miguel Suarez - Parent
- Andrew Trevino - Parent Representative
- Cynthia Trevino - Community/Educator
- Tanya Tribble - Parent
- Nancy Urtz - Parent
- Trina Vargas - Parent
- Trina Vargas - Staff member/Parent
- Shannon Walley - Parent

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. 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 in order to achieve at a rigorous level. The third part of the vision statement describes 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

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80%	59%	85%		90%		95%		100%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		85%	51%	90%		95%		97%		100%		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		85%	48%	90%		95%		97%		100%		100%



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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		78%	62%	83%		88%		92%		100%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		82%	60%	87%		92%		97%		100%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68%	62.20%	74.4%	66.6%	80.8%		86.8%		92%		100%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		64%	60%	68%		70%		72%		100%		100%

**Special Education - Percent of students passing ISTEP Language Arts (AYP)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		25%	23%	30%		35%		40%		100%		100%

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

### **We are concerned that... Parents and students need guidance with independent practice (homework).**

Student force field study students voiced concern about list of things for students to practice at home and tell parents how to help them at home. Teachers force field questions and discussion indicated a strong belief in sharing the responsibility with the parents by providing a way parents can help with homework and students feel successful at home with school work. During a community council meeting it was brought up that some parents would like to know exactly how to help their child at home and it would be nice for a consistent program through out the grades.

### **We are concerned that... Parents can be involved in extra curricular activities at school.**

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

### **We are concerned that... 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.

### **We are concerned that... Our boys are not achieving to their highest ability therefore we are investigating gender influences and researching.**

During faculty meeting 3 and community council meeting 3 the topic of gender was discussed due to the percentage of boys not passing ISTEP. We discussed gender influences and the possibility of researching the issue for the next year.

### **We are concerned that... The high number of office referrals and and a concern for a schoolwide positive behavior program (pbs).**

Reviewing the core convictions and force field data from teachers, parents, and students during community council, faculty, and student body meetings the issue of discipline and reinforcing positive behavior surfaced.

**We are concerned that... The school did not have anything in place to meet the requirements of RTI and schoolwide differentiation.**

During the faculty, community council, and student body meetings the force field and achievement data was discussed during those discussions it became evident that the school need to address the concerns of RTI and schoolwide differentiation as a whole to meet the needs of all students.

## **Required Areas of Concern**

**A. Parent Involvement**

**B. Educator Training**

**C. Outreach to Preschool Parent Involvement Programs**

**E. Parent Information Resource Center Website**

**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**

# Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Local Strategies

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

Longfellow Elementary will continue to establish Youth Exploration Stations, with the help of 4-H, for children in K-5. These interest clubs are groups of children who share enthusiasm for similar activities. The clubs will have the ability to be flexible throughout a school year. If interest is lost with a club, it may disband and new ones form. Our second year will consist of surveying and collecting data from teachers, parents, and children to determine what interest groups to create, find volunteers to help, work out schedules, and provide space.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### **Gender Based Learning**

The gender base committee will research and compile data on gender based learning through readings, school visitations, book discussions, and workshops. The research will be conducted throughout the school year. Implementation for this strategy is scheduled for the 2011/2012 school year.

**Impact Level:** Low Impact

**Focus:** Specific

### **P.A.W.S.-Positive Attitude for the Whole School**

PAWS is a school wide behavior plan based on PBS (Positive Behavior Supports). Part of this plan includes daily monitoring of student behavior on the playground, in the classrooms, and in the hallway, cafeteria, bus, and bathrooms. All teachers and staff will be implementing this plan and will work together to promote positive behavior in our school.

**Impact Level:** High Impact - Inside

**Focus:** General

### **S.H.I.N.E. Staff Helping the Individual Needs of Everyone**

The first 30 minutes of every school day will be set aside for school wide differentiated instruction. Students will be placed in a small group with an assigned teacher or staff member known as the Interventionist Strategist (I.S.) to work on specific skills. Students are placed into specific groups based on scores and academic performance; NWEA results, Running Records, teacher observation, ROCs (record of consequences), target behavior concerns; social skills, anger control, impulsive behavior, self-concept, study skills. The I.S. will conduct progress monitoring for each student the collection will very depending on the intervention being taught. The students can move between groups as they show progress/or lack of this progress will be reviewed with SHINE team (strategy members) on a ten week period.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## 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 website 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 entrance way at Longfellow School for parents to use to access their child's classroom website.

**Impact Level:** High Impact - Outside

**Focus:** General

### 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 December. 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.

**Impact Level:** High Impact - Outside

**Focus:** General

### B. Educator Training for Parent Involvement

Teachers will assemble P.U.P.P.Y. folder (Practice Using Proper Procedures Year-round) at the end of the school year with teacher training on helping parents to improve their child's academic performance through daily teacher/parent communication. The folders will contain educational support materials that will be used in the child's classroom. In addition, the folders will contain regular homework communication sheet which will be signed by the parents to foster support between home and school. There will also be a teacher training each semester on how to engage parents and get them involved in their child's academic career.

**Impact Level:** High Impact - Outside

**Focus:** General

### C. Outreach to Preschool Parent Involvement Programs

Refer to the Early Childhood Transition Strategy in tab 21 L.

**Impact Level:** Low Impact

**Focus:** General

### E. Parent Information Resource Center Website

The Parent Information and Resource Center (PIRC) website (found at [www.fscp.org](http://www.fscp.org)) will be distributed at the Annual Parent Meeting. The website will also be posted on the Title 1 page of our school website and passed out in the Longfellow Leaders newspaper.

**Impact Level:** Low Impact

**Focus:** General

### F. Encourage Rigorous Curriculum: Guided Reading

On a daily basis, grades 1-5 will begin to implement guided reading in the beginning of September and Kindergarten teachers will implement guided reading in the beginning of October. 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 at the Literacy Running Record data collection day 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 Fountas & Pinnell benchmark running record, and informal running records. Teachers will then adjust the data wall cards in the Title 1 office for those students. The teacher meets with the two lowest groups on a daily basis with other groups alternating throughout the day and will use leveled reading materials 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

All K-5 teachers will incorporate the use of math journal into the current math curriculum. Teachers will utilize math journals each day. They will teach students how to use the math journals. Journals will include student-generated definitions along with pictures and examples, and problem solving strategies.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Writing as a Response**

Longfellow teachers will teach written response throughout the curriculum. This written response will include short answer responses to questions that occur across the curriculum for grades K-5. Instruction will be embedded in the existing curriculum and will happen during daily teaching through teacher modeling, and utilizing strategies that focus on the important key words, important details, and questions.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **O. Extended Learning Activities: Leap Ahead**

An after school program will be offered to students in grades 2-5 from 3:15-5:15 on Monday and Wednesday with provided bus service to get home. This program will focus on the Balanced Literacy frameworks. The program will be conducted between October and April until funding runs out. Students will have a progress monitoring sheet which the teacher will collect data every two weeks in the area of fluency, comprehension, and writing.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **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.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **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 have training for grade levels based on need or interest in the framework areas. The coach will provide the all teachers with a running record data day to discuss placement of students in reading levels. The coach will meet with the teachers individually 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. The coach and the teacher will develop personal goals to meet within the balanced literacy frameworks, teachers will also fill out surveys on professional development given throughout the year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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 be planned out in the April Community Council meeting along with the PTC for the following years. 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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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 the student's classroom teachers shall be mailed home and also be available in Spanish.

**Impact Level:** Low Impact

**Focus:** General

#### **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 parent involvement room.

**Impact Level:** Low Impact

**Focus:** General

#### **T. Annual Parent Meeting**

In the fall, Longfellow School will hold an annual parent meeting this meeting will be extending three days before school starts. Kindergarten and first grade will meet the first day, second grade and third will meet the second day, and fourth and fifth grade will meet the third day. If parents can not attend the meeting the Title 1 teacher will meet with these parents to discuss topics. During this meeting, parents will be informed of Longfellow's Title I school wide program and the rights of all parents with regard to the program. Parents will be provided with or given the website for Parent Information and Resource Center (PIRC) and the website for the Department of Education. Parents will also be provide 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.

**Impact Level:** Low Impact

**Focus:** General

#### **U. Focused Student Group: Double Dose of Reading for Special Education Students**

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 the use of authentic literature to build fluency. Effectiveness of the reading strategies will be evaluated both qualitatively and quantitatively by both teachers. The use of the teacher observations, anecdotal records, and assessments using the Fountas & Pinnell benchmark kits, Tim Rasinski's Fabulously Famous Books for building fluency and Momentum Library, NWEA, Descarte, the Compass Computer program, and ISTEP will be used for both formative and summative evaluation. Grade level discussions, interventions and support will also offer special education students opportunities for prescriptive interventions and support for these students.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **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.

**Impact Level:** Low Impact

**Focus:** General

# Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

## Local Strategies

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

% of teachers who believe that interest clubs at recess have decreased the number of discipline problems.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100%		100%	

% of parents who volunteer

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100%		100%	

% of students who participate in extracurricular activities

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100%		100%	

### P.A.W.S.-Positive Attitude for the Whole School

% of teachers using the ROCs.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

**S.H.I.N.E. Staff Helping the Individual Needs of Everyone**

% of teachers using differentiated instruction based on the Progress Monitoring Data Sheet on students in their differentiated S.H.I.N.E. groups.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

**Required Strategies**

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

% of teachers to volunteer during any one or more of the listed activities and receive feedback on event.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of parents who felt the information provided was helpful from the survey

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	75%		85%	

**B. Educator Training for Parent Involvement**

The % of parents completing the communication logs in the PUPPY folders at the semesters.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	75%		85%	

**F. Encourage Rigorous Curriculum: Guided Reading**

% of teachers turning in the Benchmark Running Record on the Excel grid sheet

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of all teachers using reading strategies on a daily basis with all students by a peer observation

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

The % of student attitudes that enjoy guided reading and coming to group.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

% of teachers conferencing with individual students during independent reading time.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Percent of teachers collecting student work on problem solving strategies for the month

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
83				

Percent of students using the journals as a learning tool as reviewed by committee members.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	80%		100%	

**I. Focused Academic Area: Writing as a Response**

% of teachers who provide daily instruction in short answer and literature response across the curriculum.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

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

On Survey Questions #1,2 and 3 percent of parents reporting that they feel welcome and comfortable

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**O. Extended Learning Activities: Leap Ahead**

% of teachers that turn in the progress monitoring form.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

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

% of teachers implementing the parts of balanced literacy that are taught in the training sessions as observed during peer observations and coaching sessions

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
66%	85%		100%	

% of positive survey responses after literacy trainings and checklist over the eight areas of the balanced literacy frameworks.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**U. Focused Student Group: Double Dose of Reading for Special Education Students**

Percentage of students reporting in a survey that they feel confident in guided reading.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
77%	90%		100%	

Percent of meetings during which the Special Education teacher provided at least 3 positive interactions with each guided reading group.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
77%	80%		100%	



## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

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

**Mar 15, 2010:** Create Interest Survey **Person:** Bonnie

**Mar 15, 2010:** Create volunteer form for parents and staff **Person:** Jenny

**Apr 1, 2010:** Collect baseline data: % of parents who volunteer **Person:**

**Apr 1, 2010:** Collect baseline data: % of students who participate in extracurricular activities **Person:**

**May 2, 2010:** Only new leaders will receive a \$10 gift card for completing a club this school year. **Person:** Deb carlson

**May 15, 2010:** Make 4-H packets for Leaders **Person:** Bonnie

**Aug 19, 2010:** Create an interest bulletin board **Person:** Karen

**Aug 22, 2010:** Make copies of interest survey and distribute **Person:** Patrice

**Aug 31, 2010:** Collect interest surveys **Person:** Bonnie

**Sep 2, 2010:** Make copies of volunteer form and distribute **Person:** Patrice

**Sep 3, 2010:** Meet with committee to review interest surveys **Person:** Bonnie

**Sep 8, 2010:** Collect volunteer forms **Person:** Jenny

**Sep 8, 2010:** Purchase the gift cards (one gift card per leader) Budget: \$300 **Person:** Deb Calson

**Sep 9, 2010:** Contact volunteers by letter **Person:** Lois

**Sep 9, 2010:** Create a list of potential community **Person:** Karen

**Sep 9, 2010:** Follow-up calls to volunteers **Person:** Bonnie

**Sep 9, 2010:** Meet with committee to review volunteer form **Person:** Bonnie

**Sep 10, 2010:** Contact potential community sources **Person:** Karen

**Sep 10, 2010:** Create follow up letters for potential community sources **Person:** Bonnie

**Sep 11, 2010:** Distribute community follow-up letters by mail **Person:** Bonnie

**Sep 15, 2010:** Send out e-mails to all 4-H leaders **Person:** Bonnie

**Sep 20, 2010:** Collect lists of community members from organizations **Person:** Jenny

**Sep 21, 2010:** Contact volunteers from outside sources **Person:** Jenny

**Sep 21, 2010:** Send welcome letter to new volunteers and inform them of the training date **Person:** Bonnie

**Sep 21, 2010:** Training Day for 4-H leaders Budget: \$100 for food and drinks **Person:** Deb Carlson

**Sep 25, 2010:** Training Day: Train new recruits **Person:** Bonnie Walling

**Oct , 2010:** Send an e-mail to teachers to obtain list of names interested in clubs each month **Person:** Jenny

**Oct 1, 2010:** \$100 budget for each leader that has a 4-H club **Person:** Deb Carlson

**Oct 1, 2010:** 4-H club \$100 budget for each leader that has a 4-H club **Person:** Deb Carlson

**Oct 6, 2010:** Determine start date of new club with each 4-H leader **Person:** Karen

**Oct 6, 2010:** Send list to 4-H leaders and obtain a room for the club **Person:** Lois

**Oct 28, 2010:** collection of data forms from 4-H leaders in green packets, sort, and restuff **Person:** Bonnie

**Oct 31, 2010:** Send an e-mail to teachers to obtain list of names interested in clubs each month **Person:** Jenny

**Nov 3, 2010:** Determine start date of new club with each 4-H leader **Person:** Karen

**Nov 3, 2010:** Send list to 4-H leaders and obtain a room for the club **Person:** Lois

**Nov 10, 2010:** Purchase the gift cards (one gift card per leader) Budget: \$300 **Person:** Deb Calson

**Nov 15, 2010:** Incentive Sign-up Only new leaders will receive a \$10 gift card for completing a club this school year. **Person:** Deb Carlson

**Nov 28, 2010:** Collection of Data from 4-H leaders in green packets **Person:** Jenny

**Nov 28, 2010:** Send an e-mail to teachers to obtain list of names interested in clubs each month **Person:** Jenny

**Nov 30, 2010:** Collect fall data: % of parents who volunteer **Person:**

**Nov 30, 2010:** Collect fall data: % of students who participate in extracurricular activities **Person:**

**Nov 30, 2010:** Collect fall data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:**

**Dec 1, 2010:** Determine start date of new club with each 4-H leader **Person:** Karen

**Dec 1, 2010:** Send list to 4-H leaders and obtain a room for the club **Person:** Lois

**Dec 5, 2010:** Showcase 4-H items created for a week **Person:** Lois

**Dec 18, 2010:** collection of data forms from 4-H leaders in green packets, sort, and restuff **Person:** Jenny

**Dec 18, 2010:** Incentive Sign-up Only new leaders will receive a \$10 gift card for completing a club this school year. **Person:** Deb Carlson

**Dec 26, 2010:** Send an e-mail to teachers to obtain list of names interested in clubs each month **Person:** Jenny

**Jan 5, 2011:** Determine start date of new club with each 4-H leader **Person:** Karen

**Jan 5, 2011:** Send list to 4-H leaders and obtain a room for the club **Person:** Lois

**Jan 10, 2011:** Training Day: Train new recruits **Person:** Bonnie Walling

**Jan 12, 2011:** Purchase the gift cards (one gift card per leader) Budget: \$300 **Person:** Deb Carlson

**Jan 28, 2011:** collection of data forms from 4-H leaders in green packets, sort, and restuff **Person:** Bonnie

**Jan 30, 2011:** Send an e-mail to teachers to obtain list of names interested in clubs each month **Person:** Jenny

**Feb 2, 2011:** Determine start date of new club with each 4-H leader **Person:** Karen

**Feb 2, 2011:** Send list to 4-H leaders and obtain a room for the club **Person:** Lois

**Feb 7, 2011:** Incentive Sign-up Only new leaders will receive a \$10 gift card for completing a club this school year. **Person:** Deb Carlson

**Feb 27, 2011:** Send an e-mail to teachers to obtain list of names interested in clubs each month **Person:** Jenny

**Feb 28, 2011:** Collection of Data from 4-H leaders, sort, and restuff **Person:** Jenny

**Mar 2, 2011:** Determine start date of new club with each 4-H leader **Person:** Karen

**Mar 2, 2011:** Send list to 4-H leaders and obtain a room for the club **Person:** Lois

**Mar 15, 2011:** Showcase 4-H items created for 1 week **Person:** Karen

**Mar 16, 2011:** Purchase the gift cards (one gift card per leader) Budget: \$300 **Person:** Deb Carlson

**Mar 27, 2011:** Send an e-mail to teachers to obtain list of names interested in clubs each month **Person:** Jenny

**Mar 28, 2011:** Collection of data from 4-H leaders in green packets, sort and restuff **Person:** Bonnie

**Apr 6, 2011:** Determine start date of new club with each 4-H leader **Person:** Karen

**Apr 6, 2011:** Send list to 4-H leaders and obtain a room for the club **Person:** Lois

**Apr 24, 2011:** Send an e-mail to teachers to obtain list of names interested in clubs each month **Person:** Jenny

**Apr 28, 2011:** Collection of data from 4-H leaders, sort and restuff **Person:** Bonnie

**May 5, 2011:** 4-H Celebration: Showcase all student work and pictures **Person:** Bonnie

**May 7, 2011:** Incentive Sign-up Only new leaders will receive a \$10 gift card for completing a club this school year. **Person:** Deb Carlson

**May 28, 2011:** Collection of data from 4-H leaders, sort and restuff **Person:** Bonnie

**Jun 10, 2011:** Recognition Dinner: A recognition dinner for all leaders that completed a 4-H club for the school year. (\$600) **Person:** Deb Carlson

**Jun 30, 2011:** Collect spring data: % of parents who volunteer **Person:**

**Jun 30, 2011:** Collect spring data: % of students who participate in extracurricular activities **Person:**

**Jun 30, 2011:** Collect spring data: % of teachers who believe that interest clubs at recess have decreased the number of discipline problems. **Person:**

## Early Childhood Transition

**Mar 30, 2010:** Order the books for the sessions. **Person:** Terri Waugaman

**May 3, 2010:** Registration - Copies will be made of the packets to be passed out at registration. **Person:** Terri Waugaman & JoJo/Stacey

**May 4, 2010:** Pre-School Visit - Incoming Longfellow students that attended Head Start and Ross Reform will visit Longfellow in the Spring. **Person:** Tabitha Henry

**Aug 25, 2010:** Informational Flier - A flier for the 2010-2011 Fantastic Four sessions will be sent home to all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**Sep 1, 2010:** Session #1 - A permission slip will be sent home with all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**Sep 23, 2010:** Session #1 - Contact parents night before Session #1. **Person:** Jeannine Denney

**Sep 24, 2010:** Session #1 - Preparation and implementation of the September 24th session. **Person:** Tabitha Henry

**Sep 24, 2010:** Teaching of Each Session - Replenish the materials used **Person:** Tabitha Henry, Jeannine Denney, Gail Zmierski, Mitzie Miller, Terri Waugaman, Lois Johnson, Karen La

**Sep 29, 2010:** Session #2 - A permission slip will be sent home with all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**Oct 21, 2010:** Session #2 - Contact parents night before Session #2. **Person:** Jeannine Denney

**Oct 22, 2010:** Session #2 - Preparation and implementation of the October 22nd session. **Person:** Jeannine Denney

**Oct 27, 2010:** Session #3 - A permission slip will be sent home with all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**Nov 18, 2010:** Session #3 - Contact parents night before Session #3. **Person:** Jeannine Denney

**Nov 19, 2010:** Session #3 - Preparation and implementation of the November 19th session. **Person:** Gail Zmierski

**Nov 24, 2010:** Session #4 - A permission slip will be sent home with all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**Nov 30, 2010:** Collect fall data: On Survey Questions #1,2 and 3 percent of parents reporting that they feel welcome and comfortable **Person:** Tabitha Henry

**Nov 30, 2010:** Collect fall data: Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten **Person:** Tabitha Henry

**Dec 16, 2010:** Session #4 - Contact parents night before Session #4. **Person:** Jeannine Denney

**Dec 17, 2010:** Session #4 - Preparation and implementation of the December 17th session. **Person:** Mitzie Miller

**Jan 3, 2011:** Session #5 - A permission slip will be sent home with all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**Jan 27, 2011:** Session #5 - Contact parents night before Session #5. **Person:** Jeannine Denney

**Jan 28, 2011:** Session #5 - Preparation and implementation of the January 28th session. **Person:** Terri Waugaman

**Feb 2, 2011:** Session #6 - A permission slip will be sent home with all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**Feb 24, 2011:** Session #6 - Contact parents night before Session #6. **Person:** Jeannine Denney

**Feb 25, 2011:** Session #6 - Preparation and implementation of the February 25th session. **Person:** Lois Johnson

**Mar 2, 2011:** Session #7 - A permission slip will be sent home with all K-5 students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**Mar 24, 2011:** Session #7 - Contact parents night before Session #7. **Person:** Jeannine Denney

**Mar 25, 2011:** Session #7 - Preparation and implementation of the March 25th session. **Person:** Karen Laird

**Mar 30, 2011:** Session #8 - A permission slip will be sent home with all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**Apr 28, 2011:** Session #8 - Contact parents night before Session #8. **Person:** Jeannine Denney

**Apr 29, 2011:** Session #8 - Preparation and implementation of the April 29th session. **Person:** Rene Knight

**May 2, 2011:** Registration - Copies will be made of the packets to be passed out at registration. **Person:** Terri Waugaman & JoJo/Stacey

**May 3, 2011:** Pre-School Visit - Incoming Longfellow students that attended Head Start and Ross Reform will visit Longfellow in the Spring. **Person:** Tabitha Henry

**May 4, 2011:** Session #9 - A permission slip will be sent home with all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

**May 26, 2011:** Session #9 - Contact parents night before Session #9. **Person:** Jeannine Denney

**May 27, 2011:** Session #9 - Preparation and implementation of the May 27th session. **Person:** Chrissy Gutierrez

**Jun 1, 2011:** Celebration - **Person:** Tabitha Henry, Mitzie Miller, Jeannine Denney and Connie Ruberto

**Jun 1, 2011:** Celebration - 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 of the staff that participated in any of the monthly sessions will have donuts and juice one **Person:** Tabitha Henry, Mitzie Miller, Jeannine Denney and Connie Ruberto

**Jun 30, 2011:** Collect spring data: On Survey Questions #1,2 and 3 percent of parents reporting that they feel welcome and comfortable **Person:** Tabitha Henry

**Jun 30, 2011:** Collect spring data: Survey Questions #4 and 5 the % reporting a smooth transition into kindergarten **Person:** Tabitha Henry

**Aug 24, 2011:** Informational Flier - A flier for the 2011-2012 Fantastic Four sessions will be sent home to all K-5 Longfellow students, Head Start and Ross Reform students. **Person:** Mitzie Miller

## **Educator Training for Parent Involvement**

**Mar 30, 2010:** Teachers will compile materials for their grade level to go into the PUPPY binders. **Person:** All Teachers

**Apr 1, 2010:** Collect baseline data: The % of parents completing the communication logs in the PUPPY folders at the semesters. **Person:** Terri Waugaman

**Apr 6, 2010:** Order the binders for the "PUPPY binders" along with clear protective sleeves. **Person:** Deb Carlson

**Apr 7, 2010:** The samples for each grade level will be prepared. **Person:** All committee members

**Apr 29, 2010:** The PUPPY binders will be made for each grade level. **Person:** Terri Waugaman

**Aug 24, 2010:** Distribution of these binders will be on the Annual Open House in August. **Person:** All Teachers

**Aug 24, 2010:** Teachers will discuss the new PUPPY folders with the parents and encourage the communication between home and school during the Annual Meeting. **Person:** All Teachers

**Nov 30, 2010:** Collect fall data: The % of parents completing the communication logs in the PUPPY folders at the semesters. **Person:** Terri Waugaman

**Jan 12, 2011:** Luncheon to discuss ideas on how to get parents involved in their child's academic career. **Person:** Terri Waugaman

**May 11, 2011:** Luncheon to discuss ideas on how to get parents involved in their child's academic career. **Person:** Terri Waugaman

**Jun 30, 2011:** Collect spring data: The % of parents completing the communication logs in the PUPPY folders at the semesters.  
**Person:** Terri Waugaman

## Encourage Rigorous Curriculum

**May 21, 2010:** Celebration of teachers turning in running records by sending an email to say THANK YOU. **Person:** Terri Waugaman

**May 31, 2010:** Send out email to remind teachers to include students' guided reading levels when filling out their pinks/blues for next year. **Person:** Terri Waugaman

**Oct 4, 2010:** Running Record Day **Person:** Terri Waugaman

**Oct 18, 2010:** Email reminders to turn in running records on the excel grid sheet. **Person:** Terri Waugaman

**Oct 24, 2010:** Send out a reminder to change their students running records on the data cards and place in appropriate level on the data wall. **Person:** Terri Waugaman

**Oct 25, 2010:** Celebration of teachers turning in running records by sending an email to say THANK YOU **Person:** Terri Waugaman

**Oct 25, 2010:** Send out email to remind teachers to include students' guided reading levels when filling out their pinks/blues for next year **Person:** Terri Waugaman

**Oct 25, 2010:** When running records are turned in on the excel sheet teachers will change their students level on the child's data card in Terri Waugaman's office. **Person:** All Teachers

**Nov 1, 2010:** Make copies of guided reading survey and pass out. **Person:** Terri Waugaman

**Nov 2, 2010:** Email teachers the of the collection date. **Person:** Terri Waugaman

**Nov 7, 2010:** Send teachers an email to inform them of the peer observation on the guided reading groups. **Person:** Terri Waugaman

**Nov 28, 2010:** Collect and Tally the surveys. **Person:** Terri Waugaman

**Nov 30, 2010:** Collect fall data: % of all teachers using reading strategies on a daily basis with all students by a peer observation **Person:** Terri Waugaman

**Nov 30, 2010:** Collect fall data: % of teachers turning in the Benchmark Running Record on the Excel grid sheet **Person:** Terri Waugaman

**Nov 30, 2010:** Collect fall data: The % of student attitudes that enjoy guided reading and coming to group. **Person:** Terri Waugamana

**Dec 6, 2010:** Running Record Day **Person:** Terri Waugaman

**Dec 20, 2010:** Email reminders to turn in running records on the excel grid sheet. **Person:** Terri Waugaman

**Dec 26, 2010:** Send out a reminder to change their students running records on the data cards and place in appropriate level on the data wall. **Person:** Terri Waugaman

**Dec 27, 2010:** Celebration of teachers turning in running records by sending an email to say THANK YOU **Person:** Terri Waugaman

**Dec 27, 2010:** Send out email to remind teachers to include students' guided reading levels when filling out their pinks/blues for next year **Person:** Terri Waugaman

**Dec 27, 2010:** When running records are turned in on the excel sheet teachers will change their students level on the child's data card in Terri Waugaman's office. **Person:** All Teachers

**Feb 7, 2011:** Running Record Day **Person:** Terri Waugaman

**Feb 21, 2011:** Email reminders to turn in running records on the excel grid sheet. **Person:** Terri Waugaman

**Feb 27, 2011:** Send out a reminder to change their students running records on the data cards and place in appropriate level on the data wall. **Person:** Terri Waugaman

**Feb 28, 2011:** Celebration of teachers turning in running records by sending an email to say THANK YOU **Person:** Terri Waugaman

**Feb 28, 2011:** Send out email to remind teachers to include students' guided reading levels when filling out their pinks/blues for next year **Person:** Terri Waugaman

**Feb 28, 2011:** When running records are turned in on the excel sheet teachers will change their students level on the child's data card in Terri Waugaman's office. **Person:** All Teachers

**Apr 4, 2011:** Make copies of guided reading survey and pass out **Person:** Terri Waugaman

**Apr 4, 2011:** Send teachers an email to inform them of the peer observation on the guided reading groups. **Person:** Terri Waugaman

**Apr 5, 2011:** Email teachers the of the collection date **Person:** Terri Waugaman

**Apr 11, 2011:** Running Record Day **Person:** Terri Waugaman

**Apr 22, 2011:** Collect and Tally the surveys. **Person:** Terri Waugaman

**Apr 25, 2011:** Email reminders to turn in running records on the excel grid sheet. **Person:** Terri Waugaman

**May 1, 2011:** Send out a reminder to change their students running records on the data cards and place in appropriate level on the data wall. **Person:** Terri Waugaman

**May 2, 2011:** Celebration of teachers turning in running records by sending an email to say THANK YOU **Person:** Terri Waugaman

**May 2, 2011:** Send out email to remind teachers to include students' guided reading levels when filling out their pinks/blues for next year **Person:** Terri Waugaman

**May 2, 2011:** When running records are turned in on the excel sheet teachers will change their students level on the child's data card in Terri Waugaman's office. **Person:** All Teachers

**Jun 30, 2011:** Collect spring data: % of all teachers using reading strategies on a daily basis with all students by a peer observation  
**Person:** Terri Waugaman  
**Jun 30, 2011:** Collect spring data: % of teachers turning in the Benchmark Running Record on the Excel grid sheet **Person:** Terri Waugaman  
**Jun 30, 2011:** Collect spring data: The % of student attitudes that enjoy guided reading and coming to group. **Person:** Terri Waugaman

## Extended Learning Activities

**Mar 30, 2010:** Order the material for the Fountas & Pinnell LLI kits \$6105.00 out of the title 1 supplies. **Person:** Terri Waugaman  
**Apr 1, 2010:** Collect baseline data: % of teachers that turn in the progress monitoring form. **Person:** Terri Waugaman  
**Jun 7, 2010:** Review the Data Wall, and Shine list to place students in appropriate levels for Leap Ahead. **Person:** Terri Waugaman  
**Aug 30, 2010:** Get the list of Free and Reduced lunch list and rate against the DOE laws for receiving SES tutoring. **Person:** Terri Waugaman  
**Sep 1, 2010:** Get the list of providers from the district Title 1 Coordinator. **Person:** Renee Pluchinski  
**Sep 1, 2010:** Send notes and fliers to local churches, libraries, and advertise in the paper. **Person:** Terri Waugaman  
**Sep 3, 2010:** Mail home the invitation, a list of the vendors, and the agreements to the students that qualify for the program of the vendor fair. **Person:** Terri Waugaman  
**Sep 7, 2010:** Send home reminder notes on the flyer. **Person:** Terri Waugaman  
**Sep 8, 2010:** Call all the students that qualify to see if the parents want to take advantage of the free tutoring. **Person:** Terri Waugaman  
**Sep 8, 2010:** Have a vendor fair to showcase the free tutoring that is being offered at Longfellow for those students that qualify. **Person:** Renee Pluchinski/Terri Waugaman  
**Sep 8, 2010:** Send home reminder notes to turn in agreement form. **Person:** Terri Waugaman  
**Sep 13, 2010:** Call parents a 2nd time for the agreement forms. **Person:** Terri Waugaman  
**Sep 15, 2010:** One last notice for deadline on the agreement forms **Person:** Terri Waugaman  
**Sep 17, 2010:** Send in my list to the district Title 1 coordinator. **Person:** Terri Waugaman/Renee Pluchinski  
**Sep 27, 2010:** The Leap Ahead teachers will be using the Fountas & Pinnell Leveled Literacy Intervention kits with the students. **Person:** Terri Waugaman  
**Oct 8, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Oct 15, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Oct 22, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Oct 29, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Oct 29, 2010:** Send out montly reports to parents on students progress in the Leap Ahead program **Person:** Leap Ahead Teachers  
**Nov 1, 2010:** Review the Data Wall, and Shine list to place students in appropriate levels for Leap Ahead **Person:** Terri Waugaman  
**Nov 5, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Nov 12, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Nov 15, 2010:** Send home reminder notes on the flyer. **Person:** Terri Waugaman  
**Nov 19, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Nov 22, 2010:** Send home reminder notes to turn in agreement form. **Person:** Terri Waugaman  
**Nov 26, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Nov 29, 2010:** Send out montly reports to parents on students progress in the Leap Ahead program **Person:** Leap Ahead Teachers  
**Nov 30, 2010:** Collect fall data: % of teachers that turn in the progress monitoring form. **Person:** Terri Waugaman  
**Dec 3, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Dec 6, 2010:** Call all the students that qualify to see if the parents want to take advantage of the free tutoring. **Person:** Terri Waugaman  
**Dec 10, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Dec 13, 2010:** Call parents a 2nd time for the agreement forms. **Person:** Terri Waugaman  
**Dec 17, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Dec 24, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Dec 29, 2010:** Send out montly reports to parents on students progress in the Leap Ahead program **Person:** Leap Ahead Teachers  
**Dec 31, 2010:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Jan 3, 2011:** Get the list of the Free and Reduced lunch list and reate against the DOE laws for receiving SES tutoring. **Person:** Terri Waugaman  
**Jan 3, 2011:** Review the Data Wall, and Shine list to place students in appropriate levels for Leap Ahead **Person:** Terri Waugaman  
**Jan 3, 2011:** Send notes and fliers to local churches, livraries, and advertise in the paper. **Person:** Terri Waugaman  
**Jan 5, 2011:** Mail home the invitation to the students that qualify along with all the information and agreements and vendor list. **Person:** Terri Waugaman  
**Jan 5, 2011:** One last notice for deadline on the agreement forms **Person:** Terri Waugaman  
**Jan 5, 2011:** Send in my list to the district Title 1 coordinator. **Person:** Terri Waugaman

**Jan 7, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Jan 14, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Jan 19, 2011:** Have a vendor fair to showcase the free tutoring that is being offered at Longfellow for those students that qualify  
**Person:** Renee Pluchinski/Terri Waugaman  
**Jan 21, 2011:** Get the list of approved providers for the district Title 1 Coordinator. **Person:** Renee Pluchinski  
**Jan 21, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Jan 28, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Jan 29, 2011:** Send out montly reports to parents on students progress in the Leap Ahead program **Person:** Leap Ahead Teachers  
**Feb 4, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Feb 11, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Feb 18, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Feb 25, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Mar 1, 2011:** Send out montly reports to parents on students progress in the Leap Ahead program **Person:** Leap Ahead Teachers  
**Mar 4, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Mar 7, 2011:** Review the Data Wall, and Shine list to place students in appropriate levels for Leap Ahead **Person:** Terri Waugaman  
**Mar 11, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Mar 18, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Mar 25, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Apr 1, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Apr 1, 2011:** Send out montly reports to parents on students progress in the Leap Ahead program **Person:** Leap Ahead Teachers  
**Apr 8, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Apr 15, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Apr 22, 2011:** Leap Ahead teachers will turn in weekly attendance reports to cafeteria. **Person:** Leap Ahead Teachers  
**Jun 30, 2011:** Collect spring data: % of teachers that turn in the progress monitoring form. **Person:** Terri Waugaman

## Focused Academic Area

, : **Person:**

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, : **Person:**

**Feb 24, 2010:** Call company about sample journals **Person:** J. Rhodes, D. Harrison

**Feb 24, 2010:** Create Common Master Schedule for Checking Journals **Person:** Lois Johnson

**Feb 24, 2010:** Create vocabulary math mastery list **Person:** Jenny Rhodes, Dameca Harrison

**Feb 24, 2010:** Provide Strategy Resources (The Problem Solver Grs. 1-5) **Person:** Dameca Harrison

**Mar 1, 2010:** Create excek for checklist criteria **Person:** Dameca Harrison

**Apr 1, 2010:** Collect baseline data: % of teachers who provide daily instruction in short answer and literature response across the curriculum. **Person:** Judy Smejek

**Apr 1, 2010:** Collect baseline data: Percent of students using the journals as a learning tool as reviewed by committee members. **Person:** J. Rhodes

**Apr 1, 2010:** Create best lesson form **Person:** Cindy Malinowski

**Apr 10, 2010:** Create survey **Person:** Cindy Malinowski

**Apr 28, 2010:** E-mail D. CarlsoIn and S. Rodriguez to order journal holders **Person:** Scott Donald

**Apr 28, 2010:** E-mail D. Carlson/S. Rodriguez to order and/or assemble journals **Person:** Lois Johnson

**Apr 30, 2010:** Research **Person:** Lesi Marsh

**Apr 30, 2010:** Research best practices in teaching Response to writing **Person:** Lesi Marsh

**May 1, 2010:** pass out the survey **Person:** Christina Gutierrez

**May 5, 2010:** Create book list purchase for lower elementary **Person:** Rene Knight

**May 7, 2010:** Place purchase order for research materials, highlighters, colored transparencies, chart paper, colored chalk, and colored expos **Person:** Terri Waugaman

**May 9, 2010:** Collect initial survey **Person:** Christina Gutierrez

**May 10, 2010:** Collect baseline data: % of teachers conferencing with individual students during independent reading time. **Person:** Christina Gutierrez

**May 10, 2010:** E-mail explanations **Person:** Cindy Malinowski

**May 10, 2010:** order books **Person:** Terri Waugaman

**May 10, 2010:** Order charts **Person:** Christina Gutierrez

**May 10, 2010:** order folders for indepent reading **Person:** Christina Gutierrez

**May 10, 2010:** Order labels for folders **Person:** Christina Gutierrez

**May 10, 2010:** run off reading logs **Person:** Cindy Malinowski

**May 19, 2010:** Prepare journal idea pakcets **Person:** Jenny Rhodes

**May 19, 2010:** Supplying Strategy Resources (The Problem Solver Gr. 1-5) **Person:** Dameca Harrison

**May 21, 2010:** Create Year-long Monthly Strategy Schedule **Person:** S. Donald, L. Johnson, D Harrison

**May 30, 2010:** Submit book list to Title I Materials purchaser **Person:** Rene Knight

**Jun 1, 2010:** Purchase books from book list **Person:** Terri Waguaman

**Aug 10, 2010:** distribute charts **Person:** Christina Gutierrez

**Aug 10, 2010:** Distribute charts **Person:** Christina Gutierrez

**Aug 10, 2010:** Distribute labels to teachers **Person:** Christina Gutierrez

**Aug 10, 2010:** Distribute reading logs **Person:** Patrice Salus

**Aug 10, 2010:** E-mail benefits **Person:** Cindy Malinowski

**Aug 10, 2010:** E-mail chart usage **Person:** Cindy Malinowski

**Aug 10, 2010:** E-mail for pick-up **Person:** Christina Gutierrez

**Aug 10, 2010:** Lexile Books are added to library **Person:** Brenda Lewis

**Aug 10, 2010:** place folders for pick-up **Person:** Christina Gutierrez

**Aug 10, 2010:** Poster of Positives **Person:** Rene Knight

**Aug 31, 2010:** Distribute packets for Journal Possibilities/Prompts/Other Ideas **Person:** S. Donald, D. Harrison, J. Rhodes, L. Johnson

**Aug 31, 2010:** Professional Development on Journal Usage **Person:** D. Harrison, L. Johnson, S. Donald, J. Rhodes

**Aug 31, 2010:** Professional Development on Journal Usage **Person:** L. Johnson, S. Donald, D. Harrison, J. Rhodes

**Sep 1, 2010:** Distribute best lesson form **Person:** Cindy Malinowski

**Sep 3, 2010:** Meet with staff to explain Writing as a Response across the curriculum. **Person:** Lesi Marsh

**Sep 10, 2010:** Create binder for lesson plans **Person:** All committee members

**Sep 10, 2010:** Tips for Journal Usage **Person:** Lois Johnson, Scott Donald

**Sep 13, 2010:** Send out an email reminder of the collection for the data. **Person:** Lesi Marsh

**Sep 15, 2010:** E-mail Reminder offering coaching **Person:** J. Rhodes

**Sep 18, 2010:** Sharing lesson plan binder **Person:** whole staff

**Sep 20, 2010:** Training Session on Journal Implementation/Usage **Person:** Jenny Rhodes, Dameca Harrison

**Sep 22, 2010:** Book Talk 1 **Person:** Christina Gutierrez

**Oct 7, 2010:** Lunchtime meeting with staff to collaborate and share ideas. **Person:** Terri Waguaman

**Oct 9, 2010:** Tally data from lesson plan sheets **Person:** All committee members

**Oct 10, 2010:** ADD LESSON PLAN SHEET TO BINDER **Person:** All committee members

**Oct 10, 2010:** post data **Person:** Cindy Malinowski

**Oct 11, 2010:** Put up a bulletin board in the lounge displaying ways to implement response to literature k-5. **Person:** All committee

**Oct 15, 2010:** E-mail Reminder offering coaching **Person:** J. Rhodes

**Oct 20, 2010:** Turn in Best Lessons Plan Form **Person:** All committee members

**Oct 22, 2010:** Book Talk 2 **Person:** Rene Knight

**Oct 25, 2010:** collect student conference sheet **Person:** Cindy Malinowski

**Nov 1, 2010:** Send out an email reminder of the collection for the data **Person:** Lesi Marsh

**Nov 3, 2010:** Distribute best lesson form **Person:** Cindy Malinowski

**Nov 5, 2010:** Meet to collaborate and discuss as a staff about implementation of Writing as a Response. **Person:** Lesi Marsh

**Nov 15, 2010:** E-mail Reminder offering coaching **Person:** J. Rhodes

**Nov 22, 2010:** Book Talk 3 **Person:** Cindy Malinowski

**Nov 30, 2010:** Collect fall data: % of teachers conferencing with individual students during independent reading time. **Person:** Cindy Malinowski

**Nov 30, 2010:** Collect fall data: % of teachers who provide daily instruction in short answer and literature response across the curriculum. **Person:** Judy Smejek

**Nov 30, 2010:** Collect fall data: Percent of students using the journals as a learning tool as reviewed by committee members. **Person:** J. Rhodes

✓ **Nov 30, 2010:** Collect fall data: Percent of teachers collecting student work on problem solving strategies for the month **Person:** J. Rhodes

**Dec 11, 2010:** Tally data from lesson plan sheets **Person:** All committee members

**Dec 12, 2010:** ADD LESSON PLAN SHEET TO BINDER **Person:** All committee members

**Dec 12, 2010:** post data **Person:** Cindy Malinowski

**Dec 15, 2010:** E-mail Reminder offering coaching **Person:** J. Rhodes

**Dec 22, 2010:** Turn in Best Lessons Plan Form **Person:** All committee members

**Dec 27, 2010:** collect student conference sheet **Person:** Cindy Malinowski

**Jan 3, 2011:** Send out an email reminder of the collection for the data **Person:** Lesi Marsh

**Jan 5, 2011:** Distribute best lesson form **Person:** Cindy Malinowski

**Jan 15, 2011:** E-mail Reminder offering coaching **Person:** J. Rhodes

**Jan 21, 2011:** Lunchtime meeting to discuss and share ways to teach children how to best respond to literature. **Person:** Lesi Marsh

**Feb 4, 2011:** Collection of evidence of student and teacher work in Responding to literature across the curriculum. **Person:** Judy Smejek

**Feb 12, 2011:** Tally data from lesson plan sheets **Person:** All committee members

**Feb 13, 2011:** ADD LESSON PLAN SHEET TO BINDER **Person:** All committee members

**Feb 13, 2011:** post data **Person:** Cindy Malinowski

**Feb 15, 2011:** E-mail Reminder offering coaching **Person:** J. Rhodes

**Feb 23, 2011:** Turn in Best Lessons Plan Form **Person:** All committee members

**Feb 28, 2011:** collect student conference sheet **Person:** Cindy Malinowski

**Mar 9, 2011:** Distribute best lesson form **Person:** Cindy Malinowski

**Mar 15, 2011:** E-mail Reminder offering coaching **Person:** J. Rhodes

**Apr 11, 2011:** Send out an email reminder of the collection for the data **Person:** Lesi Marsh

**Apr 15, 2011:** E-mail Reminder offering coaching **Person:** J. Rhodes

**Apr 16, 2011:** Tally data from lesson plan sheets **Person:** All committee members

**Apr 17, 2011:** ADD LESSON PLAN SHEET TO BINDER **Person:** All committee members

**Apr 17, 2011:** post data **Person:** Cindy Malinowski

**Apr 27, 2011:** Turn in Best Lessons Plan Form **Person:** All committee members

**May 2, 2011:** collect student conference sheet **Person:** Cindy Malinowski

**May 11, 2011:** Distribute best lesson form **Person:** Cindy Malinowski

**May 17, 2011:** Display and celebrate the implementation of Writing as a Response strategy by displaying student work in a central location. **Person:** Lesi Marsh

**Jun 30, 2011:** Collect spring data: % of teachers conferencing with individual students during independent reading time. **Person:** Cindy Malinowski

**Jun 30, 2011:** Collect spring data: % of teachers who provide daily instruction in short answer and literature response across the curriculum. **Person:** Judy Smejck

**Jun 30, 2011:** Collect spring data: Percent of students using the journals as a learning tool as reviewed by committee members. **Person:** J. Rhodes

**Jun 30, 2011:** Collect spring data: Percent of teachers collecting student work on problem solving strategies for the month **Person:** J. Rhodes

## Focused Student Group

✓ **Apr 1, 2010:** Collect baseline data: Percent of meetings during which the Special Education teacher provided at least 3 positive interactions with each guided reading group. **Person:** LuAnn Keltner

✓ **Apr 1, 2010:** Collect baseline data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:** LuAnn Keltner

**Apr 1, 2010:** Special education teacher will survey special education students to see if they do guided reading with their teachers, and to gauge their confidence level of guided reading. **Person:** LuAnn Keltner

**May 24, 2010:** Fluency Building Workshop **Person:** Title I

**Jun 30, 2010:** Collect spring data: Percent of meetings during which the Special Education teacher provided at least 3 positive interactions with each guided reading group. **Person:** LuAnn Keltner

**Jun 30, 2010:** Collect spring data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:** LuAnn Keltner

**Aug 18, 2010:** Continue to prepare growth data to present to staff indicating how "double dosing" is working (NWEA scores, lexile ranges, guided reading levels **Person:** LuAnn Keltner

**Sep 2, 2010:** Special education teachers will attend monthly grade level meetings for grades K-5; held with Title I teacher and Principal **Person:** LuAnn Keltner

**Sep 7, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Sep 7, 2010:** Special education teachers will utilize the testing components of programs in the resource rooms **Person:** LuAnn Keltner

**Sep 14, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Sep 21, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Sep 28, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Oct 5, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Oct 7, 2010:** Special education teachers will attend monthly grade level meetings for grades K-5; held with Title I teacher and Principal **Person:** LuAnn Keltner

**Oct 12, 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:** LuAnn Keltner

**Oct 12, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Oct 14, 2010:** Special education teacher will meet with general education teachers after each NWEA testing window to identify specific student needs in guiding reading through the DesCarte program from NWEA. **Person:** Jackie Keefe

**Oct 16, 2010:** Celebration of increase of reading levels-Email teachers to inform of celebration **Person:** LuAnn Keltner

**Oct 16, 2010:** Present growth data to staff via email **Person:** LuAnn Keltner



**Oct 17, 2010:** Distribute medals to special education students that raised guided reading levels after running records are completed. **Person:** Jackie Keefe

**Oct 19, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Oct 20, 2010:** Continue to prepare growth data to present to staff indicating how "double dosing" is working (NWEA scores, lexile ranges, guided reading levels **Person:** LuAnn Keltner

**Oct 26, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Nov 2, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Nov 4, 2010:** Special education teachers will attend monthly grade level meetings for grades K-5; held with Title I teacher and Principal **Person:** LuAnn Keltner

**Nov 9, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Nov 9, 2010:** Special education teachers will utilize the testing components of the above programs. **Person:** LuAnn Keltner

**Nov 16, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Nov 23, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

✓ **Nov 26, 2010:** Administer survey to special education students. **Person:** Jackie Keefe

✓ **Nov 30, 2010:** Collect fall data: Percent of meetings during which the Special Education teacher provided at least 3 positive interactions with each guided reading group. **Person:** LuAnn Keltner

✓ **Nov 30, 2010:** Collect fall data: Percentage of students reporting in a survey that they feel confident in guided reading. **Person:** LuAnn Keltner

**Nov 30, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Dec 2, 2010:** Special education teachers will attend monthly grade level meetings for grades K-5; held with Title I teacher and Principal **Person:** LuAnn Keltner

**Dec 7, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Dec 14, 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:** LuAnn Keltner

**Dec 14, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Dec 16, 2010:** Special education teacher will meet with general education teachers after each NWEA testing window to identify specific student needs in guiding reading through the DesCarte program from NWEA. **Person:** Jackie Keefe

**Dec 18, 2010:** Celebration of increase of reading levels-Email teachers to inform of celebration **Person:** LuAnn Keltner

**Dec 18, 2010:** Present growth data to staff via email **Person:** LuAnn Keltner

**Dec 19, 2010:** Distribute medals to special education students that raised guided reading levels after running records are completed. **Person:** Jackie Keefe

**Dec 21, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Dec 22, 2010:** Continue to prepare growth data to present to staff indicating how "double dosing" is working (NWEA scores, lexile ranges, guided reading levels **Person:** LuAnn Keltner

**Dec 28, 2010:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Jan 4, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Jan 6, 2011:** Special education teachers will attend monthly grade level meetings for grades K-5; held with Title I teacher and Principal **Person:** LuAnn Keltner

**Jan 11, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Jan 11, 2011:** Special education teachers will utilize the testing components of the above programs. **Person:** LuAnn Keltner

**Jan 18, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Jan 25, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Jan 28, 2011:** Administer survey to special education students. **Person:** Jackie Keefe

**Jan 28, 2011:** Special education teacher will survey special education students to see if they do guided reading with their teachers, and to gauge their confidence level of guided reading. **Person:** LuAnn Keltner

**Feb 1, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Feb 3, 2011:** Special education teachers will attend monthly grade level meetings for grades K-5; held with Title I teacher and Principal **Person:** LuAnn Keltner

**Feb 7, 2011:** Data correlation with lesson plans **Person:** LuAnn Keltner

**Feb 8, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Feb 15, 2011:** 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:** LuAnn Keltner

**Feb 15, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Feb 17, 2011:** Special education teacher will meet with general education teachers after each NWEA testing window to identify specific student needs in guiding reading through the DesCarte program from NWEA. **Person:** Jackie Keefe

**Feb 19, 2011:** Celebration of increase of reading levels-Email teachers to inform of celebration **Person:** LuAnn Keltner

**Feb 19, 2011:** Present growth data to staff via email **Person:** LuAnn Keltner

**Feb 20, 2011:** Distribute medals to special education students that raised guided reading levels after running records are completed. **Person:** Jackie Keefe

**Feb 22, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Feb 23, 2011:** Continue to prepare growth data to present to staff indicating how "double dosing" is working (NWEA scores, lexile ranges, guided reading levels **Person:** LuAnn Keltner

**Mar 1, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Mar 3, 2011:** Special education teachers will attend monthly grade level meetings for grades K-5; held with Title I teacher and Principal **Person:** LuAnn Keltner

**Mar 8, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Mar 15, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Mar 15, 2011:** Special education teachers will utilize the testing components of the above programs. **Person:** LuAnn Keltner

**Mar 22, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Mar 29, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Apr 1, 2011:** Administer survey to special education students. **Person:** Jackie Keefe

**Apr 1, 2011:** Special education teacher will survey special education students to see if they do guided reading with their teachers, and to gauge their confidence level of guided reading. **Person:** LuAnn Keltner

**Apr 5, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Apr 7, 2011:** Special education teachers will attend monthly grade level meetings for grades K-5; held with Title I teacher and Principal **Person:** LuAnn Keltner

**Apr 12, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Apr 19, 2011:** 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:** LuAnn Keltner

**Apr 19, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Apr 21, 2011:** Special education teacher will meet with general education teachers after each NWEA testing window to identify specific student needs in guiding reading through the DesCarte program from NWEA. **Person:** Jackie Keefe

**Apr 23, 2011:** Celebration of increase of reading levels-Email teachers to inform of celebration **Person:** LuAnn Keltner

**Apr 23, 2011:** Present growth data to staff via email **Person:** LuAnn Keltner

**Apr 24, 2011:** Distribute medals to special education students that raised guided reading levels after running records are completed. **Person:** Jackie Keefe

**Apr 26, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Apr 27, 2011:** Continue to prepare growth data to present to staff indicating how "double dosing" is working (NWEA scores, lexile ranges, guided reading levels **Person:** LuAnn Keltner

**May 3, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**May 5, 2011:** Special education teachers will attend monthly grade level meetings for grades K-5; held with Title I teacher and Principal **Person:** LuAnn Keltner

**May 10, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**May 17, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**May 17, 2011:** Special education teachers will utilize the testing components of the above programs. **Person:** LuAnn Keltner

**May 24, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**May 31, 2011:** Special education teachers will utilize the above programs in the resource rooms **Person:** LuAnn Keltner

**Oct 12, 2011:** 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

## Gender Based Learning

**Feb 23, 2010:** Construct an article and book list. **Person:** Committee

**Feb 23, 2010:** Construction of a calendar. **Person:** Committee

**Feb 23, 2010:** Gender based schools list. **Person:** Committee

**Feb 23, 2010:** Requesting Indiana listing of schools that use gender based instruction in their classrooms. **Person:** Gail Zmierski

**Mar 10, 2010:** Article and book list. **Person:** Committee

**Mar 24, 2010:** Gender plan typed into InSAI **Person:** Gail Zmierski

**Mar 30, 2010:** Books to be ordered **Person:** Terri Waugaman

**Jun 14, 2010:** An e-mail reminder will be sent to the committee for the June 28, 2010 meeting. **Person:** Sue Bochnowski

**Jun 16, 2010:** Committee will attend the two day conference at Madison Wisconsin called the Boys & Girls at Risk Conference. **Person:** Committee

**Jun 21, 2010:** Book and article evaluation. **Person:** Committee

**Jun 23, 2010:** Reminder e-mail for upcoming meeting. **Person:** Sue Bochnowski

**Jun 28, 2010:** Evaluate second book and article **Person:** Committee

**Jul 5, 2010:** Reminder e-mail for upcoming meeting. **Person:** Sue Bochnowski

**Jul 12, 2010:** Evaluate third book and article **Person:** Committee

**Jul 19, 2010:** Reminder e-mail for upcoming meeting. **Person:** Sue Bochnowski

**Jul 26, 2010:** Evaluate fourth book and article. **Person:** Committee

**Aug 31, 2010:** Contact schools to reaffirm school visit dates. **Person:** Gail Zmierski

**Sep 15, 2010:** School visit **Person:** Committee  
**Sep 20, 2010:** Committee meeting **Person:** Committee  
**Sep 28, 2010:** Meeting reminder for the October 5, 2010 meeting. **Person:** Sue Bochnowski  
**Oct 5, 2010:** Committee meeting **Person:** Committee  
**Oct 13, 2010:** Visit of second base school **Person:** Committee  
**Oct 14, 2010:** Reminder e-mail for the October 18, 2010 meeting. **Person:** Donald Scott  
**Oct 18, 2010:** Committee meeting after school **Person:** Committee  
**Nov 15, 2010:** E-mail reminder for the November 22, 2010 meeting. **Person:** Donald Scott  
**Nov 17, 2010:** School visit **Person:** Committee  
**Nov 22, 2010:** After school meeting to discuss and evaluate the second school visit. **Person:** Committee  
**Nov 30, 2010:** Have all school visits completed to schools that use gender based learning. **Person:** Gail Zmierski  
**Dec 8, 2010:** Reminder e-mail for the December 15, 2010 meeting **Person:** Sue Bochnowski  
**Dec 15, 2010:** Correlation of all data. **Person:** Committee  
**Dec 17, 2010:** Set date with Mrs. Carlson to meet with the school staff to go over findings. **Person:** Gail Zmierski  
**Jan 13, 2011:** Committee to meet with the school staff to present gender based findings **Person:** Committee  
**Jan 25, 2011:** InSAI Conference **Person:** Committee

## **P.A.W.S.-Positive Attitude for the Whole School**

**Jan 7, 2010:** Celebration for the Staff and Executive PTC board \$250.00 **Person:** Deb Carlson  
**Apr 1, 2010:** Collect baseline data: % of teachers using the ROCs. **Person:** Nedra Richardson  
**Apr 12, 2010:** Order PAWS cart rewards \$1000.00 **Person:** Terri Waugaman/Nedra Richardson  
**Apr 12, 2010:** Order PAWS classroom rewards \$1000.00 **Person:** Terri Waugaman/Nedra Richardson  
**Jun 11, 2010:** The committee will attend the 2 day workshop in June. **Person:** Deb Carlson  
**Sep 1, 2010:** Teachers will make up work packets for students that receive a 4 flip and would get ISS and bring to share during a 11:45 meeting with whole staff. **Person:** Teachers  
**Sep 7, 2010:** Practice PAWS procedures throughout the whole school for one week straight. **Person:** Whole Staff  
**Oct 10, 2010:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Joy Koi  
**Oct 16, 2010:** Coaching available to teachers and staff to help implement the PAWS program. **Person:** The Committee  
**Oct 18, 2010:** Team meeting each month to discuss the data that is being collected to identify the problems so we can funnel the students in SHINE or Lunch groups and determine Positive behaviors for school wide practicing. **Person:** The Committee  
**Nov 9, 2010:** Practice PAWS procedures throughout the whole school for one week straight. **Person:** Whole Staff  
**Nov 10, 2010:** Meeting with the staff three times a year to inform them on the information that we are learning in our trainings and monthly meetings. **Person:** Teh Committee  
**Nov 10, 2010:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Joy Koi  
**Nov 16, 2010:** Coaching available to teachers and staff to help implement the PAWS program. **Person:** The Committee  
**Nov 18, 2010:** Team meeting each month to discuss the data that is being collected to identify the problems so we can funnel the students in SHINE or Lunch groups and determine Positive behaviors for school wide practicing. **Person:** The Committee  
**Nov 30, 2010:** Collect fall data: % of teachers using the ROCs. **Person:** Nedra Richardson  
**Dec 10, 2010:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Joy Koi  
**Dec 16, 2010:** Coaching available to teachers and staff to help implement the PAWS program. **Person:** The Committee  
**Dec 18, 2010:** Team meeting each month to discuss the data that is being collected to identify the problems so we can funnel the students in SHINE or Lunch groups and determine Positive behaviors for school wide practicing. **Person:** The Committee  
**Jan 10, 2011:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Joy Koi  
**Jan 11, 2011:** Practice PAWS procedures throughout the whole school for one week straight. **Person:** Whole Staff  
**Jan 12, 2011:** Meeting with the staff three times a year to inform them on the information that we are learning in our trainings and monthly meetings. **Person:** Teh Committee  
**Jan 16, 2011:** Coaching available to teachers and staff to help implement the PAWS program. **Person:** The Committee  
**Jan 18, 2011:** Team meeting each month to discuss the data that is being collected to identify the problems so we can funnel the students in SHINE or Lunch groups and determine Positive behaviors for school wide practicing. **Person:** The Committee  
**Jan 21, 2011:** Order PAWS cart rewards \$1000.00 **Person:** Terri Waugaman/Nedra Richardson  
**Jan 21, 2011:** Order PAWS classroom rewards \$1000.00 **Person:** Terri Waugaman/Nedra Richardson  
**Feb 10, 2011:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Joy Koi  
**Feb 16, 2011:** Coaching available to teachers and staff to help implement the PAWS program. **Person:** The Committee  
**Feb 18, 2011:** Team meeting each month to discuss the data that is being collected to identify the problems so we can funnel the students in SHINE or Lunch groups and determine Positive behaviors for school wide practicing. **Person:** The Committee  
**Mar 10, 2011:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Joy Koi

**Mar 15, 2011:** Practice PAWS procedures throughout the whole school for one week straight. **Person:** Whole Staff

**Mar 16, 2011:** Coaching available to teachers and staff to help implement the PAWS program. **Person:** The Committee

**Mar 16, 2011:** Meeting with the staff three times a year to inform them on the information that we are learning in our trainings and monthly meetings. **Person:** The Committee

**Mar 18, 2011:** Team meeting each month to discuss the data that is being collected to identify the problems so we can funnel the students in SHINE or Lunch groups and determine Positive behaviors for school wide practicing. **Person:** The Committee

**Apr 10, 2011:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Joy Koi

**Apr 16, 2011:** Coaching available to teachers and staff to help implement the PAWS program. **Person:** The Committee

**Apr 18, 2011:** Team meeting each month to discuss the data that is being collected to identify the problems so we can funnel the students in SHINE or Lunch groups and determine Positive behaviors for school wide practicing. **Person:** The Committee

**May 4, 2011:** Celebration for the Staff and Executive PTC board \$250.00 **Person:** Deb Carlson

**May 10, 2011:** The team leader for the matrons will discuss the findings from the after school meetings and training. **Person:** Joy Koi

**May 16, 2011:** Coaching available to teachers and staff to help implement the PAWS program. **Person:** The Committee

**May 17, 2011:** Practice PAWS procedures throughout the whole school for one week straight. **Person:** Whole Staff

**May 18, 2011:** Team meeting each month to discuss the data that is being collected to identify the problems so we can funnel the students in SHINE or Lunch groups and determine Positive behaviors for school wide practicing. **Person:** The Committee

**Jun 30, 2011:** Collect spring data: % of teachers using the ROCs. **Person:** Nedra Richardson

## Parent Involvement

**Mar 30, 2010:** Make survey for after the Title 1 meetings about the information discussed. **Person:** Terri Waugaman

**Mar 31, 2010:** All science fair participants get a 1st, 2nd, 3rd, or participation award, first placers also get a written award passed out on awards day. **Person:** Terri Waugaman

**Apr 1, 2010:** Collect baseline data: % of parents who felt the information provided was helpful from the survey **Person:** Terri Waugaman

**Apr 13, 2010:** Survey the parents at the community council meeting to find if they would want to learn about the information for next years community council for baseline data. **Person:** Terri Waugaman

**Aug 25, 2010:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Aug 26, 2010:** Distribute to the entire school **Person:** Terri Waugaman

**Sep 3, 2010:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**Sep 25, 2010:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Sep 26, 2010:** Distribute to the entire school **Person:** Terri Waugaman

**Sep 27, 2010:** Contact Deborah Over to get prices for food **Person:** Terri Waugaman

**Oct 1, 2010:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**Oct 4, 2010:** Literacy Night bulletin board to display the fun activities taking place. **Person:** Terri Waugaman

**Oct 10, 2010:** After the community council meetings hold a title 1 meeting to discuss with parents how they can help their children improve in academic area such as literacy and technology. **Person:** Terri Waugaman

**Oct 11, 2010:** Make fliers for Literacy Night **Person:** Terri Waugaman

**Oct 11, 2010:** Pass out the surveys to the parents and community members that attended the meetings. **Person:** Terri Waugaman

**Oct 11, 2010:** Send out 1st flier for Literacy night **Person:** Terri Waugaman

**Oct 13, 2010:** Call parents to volunteer for LN off the PTC spreadsheet. **Person:** Terri Waugaman

**Oct 13, 2010:** Send out teacher volunteer form for LN 1st time **Person:** Terri Waugaman

**Oct 18, 2010:** Send out 2nd flier for Literacy Night **Person:** Terri Waugaman

**Oct 20, 2010:** Call parents to volunteer for LN off the PTC spreadsheet. **Person:** Terri Waugaman

**Oct 20, 2010:** Send out teacher volunteer form for LN 2nd time **Person:** Terri Waugaman

**Oct 25, 2010:** Put up the Science Experiment ideas on the two bulletin boards in the front hallway. **Person:** Terri Waugaman

**Oct 25, 2010:** Send out 3rd flier for Literacy Night **Person:** Terri Waugaman

**Oct 25, 2010:** Send the Home-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Oct 26, 2010:** Distribute to the entire school **Person:** Terri Waugaman

**Nov 1, 2010:** Send Deborah Over the final count for literacy Night. **Person:** Terri Waugaman

**Nov 1, 2010:** Send emails to the colleges to invite teachers in training or in science courses to be judges. **Person:** Terri Waugaman

**Nov 1, 2010:** Send out 4th flier for Literacy Night **Person:** Terri Waugaman

**Nov 5, 2010:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**Nov 8, 2010:** Make fliers for Science/Math night send out 1st flier. **Person:** Terri Waugaman

**Nov 10, 2010:** Let teachers know their jobs for the night and pass out materials for LN. **Person:** Terri Waugaman

**Nov 10, 2010:** Provide food for the volunteers and the families to attend the Literacy Night. **Person:** Terri Waugaman

**Nov 12, 2010:** Send in food order and send in purchase order to Deborah Over **Person:** Terri Waugaman

**Nov 22, 2010:** Contact parents off the PTC volunteer list, 1st time. **Person:** Terri Waugaman

**Nov 22, 2010:** Make fliers for Science/Math night send out 2nd flier **Person:** Terri Waugaman

**Nov 22, 2010:** Send out teacher volunteer form 1st time. **Person:** Terri Waugaman

**Nov 25, 2010:** Send the Hone-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Nov 26, 2010:** Distribute to the entire school **Person:** Terri Waugaman

**Nov 29, 2010:** Email all judges dates and times of the science fair. **Person:** Terri Waugaman

**Nov 30, 2010:** Collect fall data: % of parents who felt the information provided was helpful from the survey **Person:** Terri Waugaman

**Nov 30, 2010:** Collect fall data: % of teachers to volunteer during any one or more of the listed activities and receive feedback on event. **Person:** Terri Waugaman

**Dec 1, 2010:** Purchase the ice cream and toppings along with the hot chocolate for Science/Math night. **Person:** Deb Carlson

**Dec 3, 2010:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**Dec 6, 2010:** Contact parents off the PTC volunteer list, 1st time. **Person:** Terri Waugaman

**Dec 6, 2010:** Email reminders to judges of dates and times **Person:** Terri Waugaman

**Dec 6, 2010:** Make fliers for Science/Math night send out 3rd flier **Person:** Terri Waugaman

**Dec 6, 2010:** Send out teacher volunteer form 2nd time. **Person:** Terri Waugaman

**Dec 8, 2010:** After the community council meeting discuss the ISTEP testing and other testing going on in the district. **Person:** Terri Waugaman

**Dec 12, 2010:** Pass out the surveys to the parents and community members that attended the meetings. **Person:** Terri Waugaman

**Dec 14, 2010:** Judges will get a lunch for coming to judge our students and a \$25.00 check with thank you card and recommendation letter. **Person:** Terri Waugaman

**Dec 14, 2010:** Let teachers know their jobs for the night and pass out materials. **Person:** Terri Waugaman

**Dec 14, 2010:** Luncheon provided for the judges, this is a time to reflect over the judging and discuss questions the rubrics. **Person:** Terri Waugaman

**Dec 14, 2010:** Provide hot chocolate and ice cream to the families and volunteers for Science Night. **Person:** Terri Waugaman

**Dec 25, 2010:** Send the Hone-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Dec 26, 2010:** Distribute to the entire school **Person:** Terri Waugaman

**Jan 7, 2011:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**Jan 25, 2011:** Send the Hone-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Jan 26, 2011:** Distribute to the entire school **Person:** Terri Waugaman

**Feb 4, 2011:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**Feb 25, 2011:** Send the Hone-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Feb 26, 2011:** Distribute to the entire school **Person:** Terri Waugaman

**Mar 4, 2011:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**Mar 25, 2011:** Send the Hone-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Mar 26, 2011:** Distribute to the entire school **Person:** Terri Waugaman

**Apr 1, 2011:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**Apr 11, 2011:** After the community council meetings hold a title 1 meeting to discuss with parents the Indiana Academic Standards and technology. **Person:** Terri Waugaman

**Apr 12, 2011:** Pass out the surveys to the parents and community members that attended the meetings. **Person:** Terri Waugaman

**Apr 25, 2011:** Send the Hone-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Apr 26, 2011:** Distribute to the entire school **Person:** Terri Waugaman

**May 6, 2011:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**May 25, 2011:** Send the Hone-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**May 26, 2011:** Distribute to the entire school **Person:** Terri Waugaman

**Jun 3, 2011:** Title 1 newsletter page on website and sent in the school newspaper. **Person:** Terri Waugaman

**Jun 25, 2011:** Send the Hone-School Connection & Building Readers to be copied for the whole school each month as they arrive. **Person:** Terri Waugaman

**Jun 30, 2011:** Collect spring data: % of parents who felt the information provided was helpful from the survey **Person:** Terri Waugaman

**Jun 30, 2011:** Collect spring data: % of teachers to volunteer during any one or more of the listed activities and receive feedback on event. **Person:** Terri Waugaman

## S.H.I.N.E. Staff Helping the Individual Needs of Everyone

, : **Person:**

**Mar 30, 2010:** Order the material for the interventions for the professional development. **Person:** Terri Waugaman

**Apr 1, 2010:** Collect baseline data: % of teachers using differentiated instruction based on the Progress Monitoring Data Sheet on students in their differentiated S.H.I.N.E. groups. **Person:** Terri Waugaman

**May 17, 2010:** Teacher Preference forms **Person:** Terri Waugaman

**May 24, 2010:** Invitations for Celebration **Person:** Terri Waugaman

**May 27, 2010:** Celebration buying breakfast **Person:** Deb Carlson

**May 28, 2010:** Celebration **Person:** All Committee Members

**Jun 7, 2010:** Compiling SHINE list for New Year **Person:** All Committee Members

**Jun 7, 2010:** Get folders ready for each group **Person:** All Committee Members

**Jun 7, 2010:** Get Student Progress Monitoring Sheets copied for next year and stuffed in folders **Person:** All Committee Members

**Aug 25, 2010:** Recheck the Enrollment and make sure all students have a group and folder **Person:** Terri Waugaman & Title 1 aides

**Aug 26, 2010:** Email teachers with the updated SHINE list **Person:** Terri Waugaman

**Aug 27, 2010:** Pass out folders to all classroom teachers **Person:** Terri Waugaman

**Aug 30, 2010:** Adjust the data wall to show new SHINE groups. **Person:** Terri Waugaman

**Aug 30, 2010:** Email the SHINE dates for starting and completion of the SHINE cycle. **Person:** Terri Waugaman

**Sep 1, 2010:** Ask for Success Stories from Teachers to post in the Lounge. **Person:** Pam Balint

**Sep 3, 2010:** Training on new intervention for teachers that switched on their preference sheets. **Person:** Terri Waugaman

**Sep 4, 2010:** Using the Success stories post on bulletin board in Lounge. **Person:** LuAnn Keltner

**Sep 27, 2010:** During the Lunch Sharing Meeting the I.S. and the teacher will also fill out STARS forms for students if needed. **Person:** Terri Waugaman

**Sep 27, 2010:** Half day Collaboration and problem solving with I.S. SHINE instructors. **Person:** Terri Waugaman

**Sep 27, 2010:** Luncheon collaboration to meet and problem solve ideas together about student achievement. The intermediate will meet one day and the primary another day to collaborate. **Person:** Terri Waugaman

**Sep 27, 2010:** Teacher and I.S. share information about students in the SHINE groups, they will discuss if the intervention is working or not and improvements made in the classroom. **Person:** Terri Waugaman

**Oct 13, 2010:** Ask for Success Stories from Teachers to post in the Lounge. **Person:** Pam Balint

**Oct 16, 2010:** Using the Success stories post on bulletin board in Lounge. **Person:** LuAnn Keltner

**Nov 1, 2010:** Adjust the data wall to show new SHINE groups. **Person:** Terri Waugaman

**Nov 1, 2010:** Email Teachers a reminder about data collection is coming up. **Person:** Christina Gutierrez

**Nov 1, 2010:** Email the SHINE dates for starting and completion of the SHINE cycle. **Person:** Terri Waugaman

**Nov 8, 2010:** Half day Collaboration and problem solving with I.S. SHINE instructors. **Person:** Terri Waugaman

**Nov 24, 2010:** Ask for Success Stories from Teachers to post in the Lounge. **Person:** Pam Balint

**Nov 27, 2010:** Using the Success stories post on bulletin board in Lounge. **Person:** LuAnn Keltner

**Nov 30, 2010:** Collect fall data: % of teachers using differentiated instruction based on the Progress Monitoring Data Sheet on students in their differentiated S.H.I.N.E. groups. **Person:** Terri Waugaman

**Dec 20, 2010:** Half day Collaboration and problem solving with I.S. SHINE instructors. **Person:** Terri Waugaman

**Jan 3, 2011:** Adjust the data wall to show new SHINE groups. **Person:** Terri Waugaman

**Jan 3, 2011:** Email Teachers a reminder about data collection is coming up. **Person:** Christina Gutierrez

**Jan 3, 2011:** Email the SHINE dates for starting and completion of the SHINE cycle. **Person:** Terri Waugaman

**Jan 5, 2011:** Ask for Success Stories from Teachers to post in the Lounge. **Person:** Pam Balint

**Jan 8, 2011:** Using the Success stories post on bulletin board in Lounge. **Person:** LuAnn Keltner

**Jan 10, 2011:** During the Lunch Sharing Meeting the I.S. and the teacher will also fill out STARS forms for students if needed. **Person:** Terri Waugaman

**Jan 10, 2011:** Luncheon collaboration to meet and problem solve ideas together about student achievement. The intermediate will meet one day and the primary another to collaborate. **Person:** Terri Waugaman

**Jan 10, 2011:** Teacher and I.S. share information about students in the SHINE groups, they will discuss if the intervention is working or not and improvements made in the classroom. **Person:** Terri Waugaman

**Jan 31, 2011:** Half day Collaboration and problem solving with I.S. SHINE instructors. **Person:** Terri Waugaman

**Feb 16, 2011:** Ask for Success Stories from Teachers to post in the Lounge. **Person:** Pam Balint

**Feb 19, 2011:** Using the Success stories post on bulletin board in Lounge. **Person:** LuAnn Keltner

**Mar 7, 2011:** Adjust the data wall to show new SHINE groups. **Person:** Terri Waugaman

**Mar 7, 2011:** Email Teachers a reminder about data collection is coming up. **Person:** Christina Gutierrez

**Mar 7, 2011:** Email the SHINE dates for starting and completion of the SHINE cycle. **Person:** Terri Waugaman

**Mar 14, 2011:** Half day Collaboration and problem solving with I.S. SHINE instructors. **Person:** Terri Waugaman

**Mar 28, 2011:** During the Lunch Sharing Meeting the I.S. and the teacher will also fill out STARS forms for students if needed. **Person:** Terri Waugaman

**Mar 28, 2011:** Luncheon collaboration to meet and problem solve ideas together about student achievement. The intermediate will meet one day and the primary another day to collaborate. **Person:** Terri Waugaman

**Mar 28, 2011:** Teacher and I.S. share information about students in the SHINE groups, they will discuss if the intervention is working or not and improvements made in the classroom. **Person:** Terri Waugaman

**Mar 30, 2011:** Ask for Success Stories from Teachers to post in the Lounge. **Person:** Pam Balint

**Apr 2, 2011:** Using the Success stories post on bulletin board in Lounge. **Person:** LuAnn Keltner

**Apr 25, 2011:** Half day Collaboration and problem solving with I.S. SHINE instructors. **Person:** Terri Waugaman

**May 9, 2011:** Adjust the data wall to show new SHINE groups. **Person:** Terri Waugaman

**May 9, 2011:** Email the SHINE dates for starting and completion of the SHINE cycle. **Person:** Terri Waugaman

**May 21, 2011:** Invitations for celebration **Person:** Terri Waugaman

**May 23, 2011:** Celebration **Person:** All Committee Members

**May 26, 2011:** Celebration buying breakfast **Person:** Deb Carlson

**Jun 30, 2011:** Collect spring data: % of teachers using differentiated instruction based on the Progress Monitoring Data Sheet on students in their differentiated S.H.I.N.E. groups. **Person:** Terri Waugaman

## Teacher Mentoring Program

**Apr 1, 2010:** Collect baseline data: % of positive survey responses after literacy trainings and checklist over the eight areas of the balanced literacy frameworks. **Person:** Terri Waugaman

**Apr 1, 2010:** Collect baseline data: % of teachers implementing the parts of balanced literacy that are taught in the training sessions as observed during peer observations and coaching sessions **Person:** Terri Waugaman

**May 5, 2010:** Create survey and make copies for the trainings. **Person:** Terri Waugaman

**Jun 8, 2010:** Pass out the survey at the end of the training and collect it as the teachers exit. **Person:** Terri Waugaman

**Jun 8, 2010:** Writer's Workshop/Reader's Workshop 3-5 teachers & Sped **Person:** Terri Waugaman

**Aug 29, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Sep 5, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Sep 7, 2010:** Pass out the survey at the end of the training and collect it as the teachers exit **Person:** Terri Waugaman

**Sep 7, 2010:** Written Responses **Person:** Terri Waugaman

**Sep 12, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Sep 19, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Sep 26, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Oct 3, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Oct 5, 2010:** Guided Reading **Person:** Terri Waugaman

**Oct 5, 2010:** Pass out the survey at the end of the training and collect it as the teachers exit **Person:** Terri Waugaman

**Oct 10, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Oct 17, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Oct 24, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Oct 31, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Nov 7, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Nov 9, 2010:** Independent Reading Conferencing **Person:** Terri Waugaman

**Nov 9, 2010:** Pass out the survey at the end of the training and collect it as the teachers exit **Person:** Terri Waugaman

**Nov 14, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Nov 21, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Nov 28, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Nov 30, 2010:** Collect fall data: % of positive survey responses after literacy trainings and checklist over the eight areas of the balanced literacy frameworks. **Person:** Terri Waugaman

**Nov 30, 2010:** Collect fall data: % of teachers implementing the parts of balanced literacy that are taught in the training sessions as observed during peer observations and coaching sessions **Person:** Terri Waugaman

**Dec 5, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Dec 12, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Dec 19, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Dec 26, 2010:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Jan 2, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Jan 9, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Jan 11, 2011:** Celebration **Person:** Terri Waugaman

**Jan 11, 2011:** Pass out the survey at the end of the training and collect it as the teachers exit **Person:** Terri Waugaman

**Jan 11, 2011:** Writer's Workshop/Literacy Stations **Person:** Terri Waugaman

**Jan 16, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Jan 23, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Jan 30, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman

**Feb 6, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Feb 8, 2011:** Balance Literacy Training **Person:** Terri Waugaman  
**Feb 8, 2011:** Pass out the survey at the end of the training and collect it as the teachers exit **Person:** Terri Waugaman  
**Feb 13, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Feb 20, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Feb 27, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Mar 6, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Mar 13, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Mar 20, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Mar 27, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Apr 3, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Apr 5, 2011:** Balanced Literacy Training **Person:** Terri Waugaman  
**Apr 5, 2011:** Pass out the survey at the end of the training and collect it as the teachers exit **Person:** Terri Waugaman  
**Apr 10, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Apr 17, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Apr 24, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**May 1, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**May 4, 2011:** Balanced Literacy Training **Person:** Terri Waugaman  
**May 4, 2011:** Celebration **Person:** Terri Waugaman  
**May 4, 2011:** Pass out the survey at the end of the training and collect it as the teachers exit **Person:** Terri Waugaman  
**May 8, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**May 15, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**May 22, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**May 29, 2011:** Set up a time for the Pre-Conference & Post-Conference with the teachers. **Person:** Terri Waugaman  
**Jun 30, 2011:** Collect spring data: % of positive survey responses after literacy trainings and checklist over the eight areas of the balanced literacy frameworks. **Person:** Terri Waugaman  
**Jun 30, 2011:** Collect spring data: % of teachers implementing the parts of balanced literacy that are taught in the training sessions as observed during peer observations and coaching sessions **Person:** Terri Waugaman



# Professional Development Summary

**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)

**Training Day: Train new recruits**

**Brief Description:** Training for the new 4-H club leaders in the specialty area of their choice.

**Intended Participants:** Teachers, Parents, Community Members, Other

**Date:** Sep 25, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** Title 1

**Does this activity occur during the school day?** No

**Training Day: Train new recruits**

**Brief Description:** Training for the new 4-H club leaders in the specialty area of their choice.

**Intended Participants:** Teachers, Parents, Community Members, Other

**Date:** Jan 10, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** Title 1

**Does this activity occur during the school day?** No

## Gender Based Learning

**Article and book list.**

**Brief Description:** Committee to compile an article and book list based on research for gender based learning. Create forms for book and article reviews. Provide copies of list to each member. Forms will also be created for school visits.

**Intended Participants:** Teachers

**Date:** Mar 10, 2010

**Activity Purpose:** Information

**Activity Format:** Study Group, Collaborative Problem Solving, Action Research

**Funding:**

**Does this activity occur during the school day?** Yes

#### **Book and article evaluation.**

**Brief Description:** The committee will meet at a designated place to evaluate the first book and article on the reading list.

**Intended Participants:** Teachers

**Date:** Jun 21, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Study Group, Professional Reading, Reflective Writing, Collaborative Problem Solving, Action Research

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** No

#### **Books to be ordered**

**Brief Description:** Order 4 copies of each of the following titles: Why Gender Matters by Leonard Sax Hear our Cry: Boys in Crises by Paul Slocumb Boys & Girls Learn Differently: A guide for teachers and parents by Michael Gurian Why boys Fail by Richard Whitmore

**Intended Participants:** Teachers

**Date:** Mar 30, 2010

**Activity Purpose:** Information

**Activity Format:** Study Group, Action Research

**Funding:** Title 1

**Does this activity occur during the school day?** No

#### **Committee meeting**

**Brief Description:** All day meeting to compile data from books, articles, and conference.

**Intended Participants:** Teachers

**Date:** Oct 5, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Study Group, Professional Reading, Collaborative Problem Solving

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** Yes

#### **Committee will attend the two day conference at Madison Wisconsin called the Boys & Girls at Ris**

**Brief Description:** A two day conference with sessions that deal with gender based learning.

**Intended Participants:** Teachers

**Date:** Jun 16, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation, Action Research, Site Visit

**Funding:** Title 1 Professional Development \$1182.28 and a stipend for 800.00

**Does this activity occur during the school day?** No

**Construct an article and book list.**

**Brief Description:** Committee will begin to construct an article and book list to read and review.

**Intended Participants:** Teachers

**Date:** Feb 23, 2010

**Activity Purpose:** Information

**Activity Format:** Study Group, Collaborative Problem Solving, Action Research

**Funding:**

**Does this activity occur during the school day?** Yes

**Construction of a calendar.**

**Brief Description:** Committee will construct a calendar for deadlines and presentations.

**Intended Participants:** Teachers

**Date:** Feb 23, 2010

**Activity Purpose:** Information

**Activity Format:** Study Group, Collaborative Problem Solving

**Funding:**

**Does this activity occur during the school day?** Yes

**Correlation of all data.**

**Brief Description:** Committee to meet to go over findings from school visits. Review and correlate readings with school observations.

**Intended Participants:** Teachers

**Date:** Dec 15, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Study Group, Professional Reading, Collaborative Problem Solving, Action Research

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** Yes

**Evaluate fourth book and article.**

**Brief Description:** Committee will meet at a designated place to evaluate the fourth book and article on the reading list.

**Intended Participants:** Teachers

**Date:** Jul 26, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Study Group, Professional Reading, Collaborative Problem Solving, Action Research

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** No

### **Evaluate second book and article**

**Brief Description:** Committee will meet at a designated place to evaluate the second book and article on the reading list.

**Intended Participants:** Teachers

**Date:** Jun 28, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Study Group, Professional Reading, Collaborative Problem Solving

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** No

### **Evaluate third book and article**

**Brief Description:** Committee will meet at a designated place to evaluate the third book and article on the reading list.

**Intended Participants:** Teachers

**Date:** Jul 12, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Study Group, Professional Reading, Collaborative Problem Solving, Action Research

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** No

### **Gender based schools list.**

**Brief Description:** Construct a list of schools that can be visited by the committee by June 7th, 2010. Schools must be close enough to drive and visit within one day. Mrs. Zmierski will make the arrangements to visit the schools. School visits will be conducted by the committee between August 15th and November 31st of 2010.

**Intended Participants:** Teachers

**Date:** Feb 23, 2010

**Activity Purpose:** Information

**Activity Format:** Study Group, Collaborative Problem Solving, Action Research

**Funding:**

**Does this activity occur during the school day?** Yes

### **Gender plan typed into InSAI**

**Brief Description:** Typing gender plan into the InSAI form.

**Intended Participants:** Teachers

**Date:** Mar 24, 2010

**Activity Purpose:** Feedback/Support

**Activity Format:** Action Research, Other

**Funding:**

**Does this activity occur during the school day?** Yes

### **InSAI Conference**

**Brief Description:** Committee will attend the InSAI Conference in Indianapolis if breakout sessions pertain to gender based learning.

**Intended Participants:** Teachers

**Date:** Jan 25, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation, Action Research, Site Visit

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** Yes

#### **School visit**

**Brief Description:** Committee will visit first gender based school.

**Intended Participants:** Teachers

**Date:** Sep 15, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Study Group, Action Research, Site Visit

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** Yes

#### **School visit**

**Brief Description:** Committee will visit a gender based school. This is the second school the committee will visit.

**Intended Participants:** Teachers

**Date:** Nov 17, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Site Visit

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** Yes

#### **Visit of second base school**

**Brief Description:** Committee will visit second gender base school.

**Intended Participants:** Teachers

**Date:** Oct 13, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Site Visit

**Funding:** Title 1 Professional Development

**Does this activity occur during the school day?** Yes

## **P.A.W.S.-Positive Attitude for the Whole School**

**Meeting with the staff three times a year to inform them on the information that we are learning in**

**Brief Description:** The committee will discuss with the staff their findings and information. Floater subs will be utilized while the information is being given.

**Intended Participants:** Teachers, Parents, Other

**Dates:** Nov 10, 2010; Jan 12, 2011; Mar 16, 2011

**Activity Purpose:** Information

**Activity Format:** Collaborative Problem Solving

**Funding:** Title 1-

**Does this activity occur during the school day?** No

**Team meeting each month to discuss the data that is being collected to identify the problems so we c**

**Brief Description:** The committee will go through the data on the school-cop program and identify the hot spots in school and think of "cool tools" which are behaviors the kids can focus on.

**Intended Participants:** Teachers, Parents, Other

**Dates:** Oct 18, 2010; Nov 18, 2010; Dec 18, 2010; Jan 18, 2011; Feb 18, 2011; Mar 18, 2011; Apr 18, 2011; May 18, 2011

**Activity Purpose:** Information

**Activity Format:** Collaborative Problem Solving

**Funding:** Title 1-\$1400.00

**Does this activity occur during the school day?** No

**The committe will attend the 2 day workshop in June.**

**Brief Description:** The committee will attend the 2 day workshop/training on the PBIS plan for our district.

**Intended Participants:** Teachers, Counselors, Administrators, Parents, Other

**Date:** Jun 11, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** Title 1 contracted sevice-\$2600.00 and stipend out of Title 1 prof.dev 2800.00

**Does this activity occur during the school day?** No

## **S.H.I.N.E. Staff Helping the Individual Needs of Everyone**

**Half day Collaboration and problem solving with I.S. SHINE instructors.**

**Brief Description:** At this time the I.S. instructors will meet together to go over materials and learn from each other discuss problems and issues in their SHINE group.

**Intended Participants:** Teachers, Other

**Dates:** Sep 27, 2010; Nov 8, 2010; Dec 20, 2010; Jan 31, 2011; Mar 14, 2011; Apr 25, 2011

**Activity Purpose:** Skill Building, Refinement

**Activity Format:** Collaborative Problem Solving

**Funding:** title 1-\$1267.50

**Does this activity occur during the school day?** Yes

**Luncheon collaboration to meet and problem solve ideas together about student achievement. The inte**

**Brief Description:** Time for the I.S. and the general education teachers to get together to discuss if the SHINE group is working for the student...

**Intended Participants:** Teachers, Counselors, Other

**Date:** Jan 10, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Collaborative Problem Solving

**Funding:** Title 1- \$200.00

**Does this activity occur during the school day?** Yes

**Luncheon collaboration to meet and problem solve ideas together about student achievement. The inter**

**Brief Description:** Time for the I.S. and the general education teachers to get together to discuss if the SHINE group is working for the student.

**Intended Participants:** Teachers, Counselors, Other

**Date:** Sep 27, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Collaborative Problem Solving

**Funding:** Title 1-200.00

**Does this activity occur during the school day?** Yes

**Luncheon collaboration to meet and problem solve ideas together about student achievement. The inter**

**Brief Description:** Time for the I.S. and the general education teachers to get together to discuss if the SHINE group is working for the student.

**Intended Participants:** Teachers, Counselors, Other

**Date:** Mar 28, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Collaborative Problem Solving

**Funding:** Title 1-\$200.00

**Does this activity occur during the school day?** Yes

**Order the material for the interventions for the professional development.**

**Brief Description:** Order the Fabulously Famous Books for building Fluency, Edmark Reading professional development

**Intended Participants:** Teachers, Counselors, Other

**Date:** Mar 30, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** title 1 supplies/professional development \$945.00

**Does this activity occur during the school day?** Yes

**Training on new intervention for teachers that switched on their preference sheets.**

**Brief Description:** Half a day training on the new intervention the teachers/aides/counselor may have chosen on their preference forms.

**Intended Participants:**

**Date:** Sep 3, 2010

**Activity Purpose:**

**Activity Format:**

**Funding:** title 1 \$210

**Does this activity occur during the school day?** Yes

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

**After the community council meeting discuss the ISTEP testing and other testing going on in the dist**

**Brief Description:** Pull up old test off the DOE and show parents what students are expected to know. Discuss the NWEA, Benchmark running records, and ROAR assessments with parents.

**Intended Participants:** Parents, Community Members

**Date:** Dec 8, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:**

**Does this activity occur during the school day?** No

**After the community council meetings hold a title 1 meeting to discuss with parents how they can hel**

**Brief Description:** Help parents understand how to help their child at home with literacy and talking to teachers about students progress.

**Intended Participants:** Parents, Community Members

**Date:** Oct 10, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:**

**Does this activity occur during the school day?** No

**After the community council meetings hold a title 1 meeting to discuss with parents the Indiana Acad**

**Brief Description:** Show the parents the website at the DOE and the PIRC website and then go on a tour in the parent involvement room where they can access a computer if needed. Go over the standards and the way we teach and how they can help with their child's education at home.

**Intended Participants:** Parents, Community Members

**Date:** Apr 11, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:**

**Does this activity occur during the school day?** No



### **Luncheon provided for the judges, this is a time to reflect over the judging and discuss questions t**

**Brief Description:** The science fair judges will have time to discuss the rubrics and the grading taking place. Also great support if you are not sure what place a student should get. Pass out the ribbons that were ordered for the event and sign the Awards.

**Intended Participants:** Other

**Date:** Dec 14, 2010

**Activity Purpose:** Feedback/Support

**Activity Format:** Collaborative Problem Solving, Other

**Funding:** Title 1-\$605.00

**Does this activity occur during the school day?** Yes

## **B. Educator Training for Parent Involvement**

### **Luncheon to discuss ideas on how to get parents involved in their child's academic career.**

**Brief Description:** During this time the Title 1 teacher will provide different ways to get parents involved in their child's academic careers. Then we will brainstorm ideas how to start in our own classrooms.

**Intended Participants:** Teachers, Counselors

**Date:** Jan 12, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** Title 1 -\$100.00

**Does this activity occur during the school day?** Yes

### **Luncheon to discuss ideas on how to get parents involved in their child's academic career.**

**Brief Description:** During this time the Title 1 teacher will provide different ways to get parents involved in their child's academic careers. Then we will discuss went well this year and what we may want to implement for the upcoming year.

**Intended Participants:** Teachers, Counselors

**Date:** May 11, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** Title 1 -\$100.00

**Does this activity occur during the school day?** Yes

### **Order the binders for the "PUPPY binders" along with clear protective sleeves.**

**Brief Description:** The binders are a way for the parents and the teachers to communicate through out the year on student success.

**Intended Participants:** Teachers

**Date:** Apr 6, 2010

**Activity Purpose:** Information

**Activity Format:** Other

**Funding:** Title 1 \$1000.00

Does this activity occur during the school day? No

## F. Encourage Rigorous Curriculum: Guided Reading

### Running Record Day

**Brief Description:** Every grade level will meet with the literacy coach and test their entire classroom. The literacy coach will provide feedback and support. The teachers will discuss the different guided reading groups they know have and also discuss the meaning, visual, and structure analysis of the running record.

**Intended Participants:** Teachers

**Dates:** Oct 4, 2010; Dec 6, 2010; Feb 7, 2011; Apr 11, 2011

**Activity Purpose:** Information, Feedback/Support, Refinement

**Activity Format:** Collaborative Problem Solving

**Funding:** Title 1 -\$3965.00

Does this activity occur during the school day? Yes

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

### Book Talk 1

**Brief Description:** Lunchtime discussion of the CAFE book.

**Intended Participants:** Teachers, Administrators, Other

**Date:** Sep 22, 2010

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Talk to, Professional Reading

**Funding:** Title 1 (\$100)

Does this activity occur during the school day? Yes

### Book Talk 2

**Brief Description:** Lunchtime discussion of the CAFE book.

**Intended Participants:** Teachers, Administrators, Other

**Date:** Oct 22, 2010

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Talk to, Professional Reading

**Funding:** Title 1 (\$100)

Does this activity occur during the school day? Yes

### Book Talk 3

**Brief Description:** Lunchtime discussion of the CAFE book.

**Intended Participants:** Teachers, Administrators

**Date:** Nov 22, 2010

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Talk to, Professional Reading

**Funding:** Title 1 (\$100)

**Does this activity occur during the school day?** Yes

#### **order books**

**Brief Description:** Ordering the CAFE book by The Sisters for professional development and book study to learn more in depth conferencing.

**Intended Participants:** Teachers

**Date:** May 10, 2010

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Study Group, Action Research

**Funding:** Title (\$400)

**Does this activity occur during the school day?** Yes

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

### **Professional Development on Journal Usage**

**Brief Description:** Committee will provide a variety of ways to utilize journals in the classroom during a staff luncheon.

**Intended Participants:** Teachers

**Date:** Aug 31, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** title 1 \$100

**Does this activity occur during the school day?** Yes

## **I. Focused Academic Area: Writing as a Response**

**Lunchtime meeting to discuss and share ways to teach children how to best respond to literature.**

**Brief Description:** Lunchtime meeting to discuss and share ways to teach children how to best respond to literature.

**Intended Participants:** Teachers, Administrators

**Date:** Jan 21, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Peer Coaching

**Funding:**

**Does this activity occur during the school day?** No

### **Lunchtime meeting with staff to collaborate and share ideas.**

**Brief Description:** This meeting will be to focus on teaching how to use highlighters for finding keywords and in identifying the important part of questions, mainly in the upper grades 3-5. The use of color transparencies or highlighting tape to find key words and important parts of questions among lower grades k-2.

**Intended Participants:** Teachers, Administrators

**Date:** Oct 7, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Peer Coaching

**Funding:**

**Does this activity occur during the school day?** Yes

### **Meet with staff to explain Writing as a Response across the curriculum.**

**Brief Description:** A luncheon presentation of why this strategy is important and a presentation of different ways this strategy could be implemented in the classroom.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Sep 3, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** Title I (\$100.00)

**Does this activity occur during the school day?** Yes

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

### **Celebration -**

**Brief Description:** All of the children and their parents who have attended at least 1 Fantastic Four session will be invited to a celebration here at Longfellow. They will be eating donuts and having juice with all of the teachers who have taught one of the monthly Fantastic Four sessions. We will be talking to the parents about doing different reading, writing and math activities over the summer.

**Intended Participants:** Teachers, Parents

**Date:** Jun 1, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Other

**Funding:** Title 1 - \$150.00

**Does this activity occur during the school day?** Yes

### **Order the books for the sessions.**

**Brief Description:** The books help the session leader teach the reading comprehension skills and modeling behaviors for the parents to practice at home.

**Intended Participants:** Parents, Other

**Date:** Mar 30, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to

**Funding:** title 1 \$200

**Does this activity occur during the school day?** Yes

#### **Teaching of Each Session - Replenish the materials used**

**Brief Description:** Different teachers each month will be teaching our incoming Longfellow students along with their parents different Language and Math activities they can be doing at home.

**Intended Participants:** Teachers, Parents, Other

**Date:** Sep 24, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Other

**Funding:** Title 1 - \$585.00

**Does this activity occur during the school day?** Yes

## **O. Extended Learning Activities: Leap Ahead**

**The Leap Ahead teachers will be using the Fountas & Pinnell Leveled Literacy Intervention kits w**

**Brief Description:** Provide the teachers with professional development on the materials being taught and how to collect the data for the Leap Ahead.

**Intended Participants:** Teachers

**Date:** Sep 27, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** Title 1-\$200.00

**Does this activity occur during the school day?** No

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

No professional development is needed for this strategy.

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

### **Balance Literacy Training**

**Brief Description:** Training will be half days for the grade levels spaced out over 3 days.

**Intended Participants:** Teachers

**Date:** Feb 8, 2011

**Activity Purpose:** Skill Building, Feedback/Support

**Activity Format:** Presentation, Professional Reading, Action Research

**Funding:** Title 1 \$520.00

**Does this activity occur during the school day?** No

### **Balanced Literacy Training**

**Brief Description:** Training will be half days for the grade levels spaced out over 3 days.

**Intended Participants:**

**Date:** Apr 5, 2011

**Activity Purpose:**

**Activity Format:**

**Funding:** Title 1 \$ 520.00

**Does this activity occur during the school day?** Yes

### **Balanced Literacy Training**

**Brief Description:** Training will be half days for the grade levels spaced out over 3 days.

**Intended Participants:** Teachers

**Date:** May 4, 2011

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Presentation, Reflective Writing, Collaborative Problem Solving

**Funding:** Title 1 \$520.00

**Does this activity occur during the school day?** Yes

### **Celebration**

**Brief Description:** During the training session the teachers will be presented with a new supply for the students in their classroom to help them implement balanced literacy during guided reading. Coach will show how to use the supply with a group of students.

**Intended Participants:** Teachers

**Date:** Jan 11, 2011

**Activity Purpose:** Refinement

**Activity Format:** Peer Coaching

**Funding:** title 1 supplies-\$300.00

**Does this activity occur during the school day?** Yes

### **Celebration**

**Brief Description:** During the training session the teachers will be presented with a new supply for the students in their classroom to help them implement balanced literacy during guided reading. Coach will show how to use the supply with a group of students.

**Intended Participants:** Teachers

**Date:** May 4, 2011

**Activity Purpose:** Refinement

**Activity Format:** Peer Coaching

**Funding:** Title 1 \$ 300.00

**Does this activity occur during the school day?** Yes

### **Guided Reading**

**Brief Description:** Training will be half days for the grade levels spaced out over 3 days.

**Intended Participants:** Teachers, Other

**Date:** Oct 5, 2010

**Activity Purpose:** Refinement

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** Title 1 \$520.00

**Does this activity occur during the school day?** Yes

### **Independent Reading Conferencing**

**Brief Description:** Using the CAFE book to discuss in depth student-teacher conferencing. Training will be half days for the grade levels spaced out 3 days.

**Intended Participants:** Teachers

**Date:** Nov 9, 2010

**Activity Purpose:** Information, Refinement

**Activity Format:** Presentation, Professional Reading

**Funding:** Title 1 -\$520.00

**Does this activity occur during the school day?** Yes

### **Writer's Workshop/Literacy Stations**

**Brief Description:** Training will be half days for the grade levels spaced out over 3 days.

**Intended Participants:** Teachers

**Date:** Jan 11, 2011

**Activity Purpose:** Refinement

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** Title 1 \$520.00

**Does this activity occur during the school day?** Yes

### **Writer's Workshop/Reader's Workshop 3-5 teachers & Sped**

**Brief Description:** Give a workshop on WW over the summer for 4 days so the teachers can prepare for the upcoming year. From 8am-12pm

**Intended Participants:** Teachers

**Date:** Jun 8, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Action Research

**Funding:** Title 1- 3200.00

**Does this activity occur during the school day?** No

### **Written Responses**

**Brief Description:** Training will be half days for the grade levels spaced out over 3 days.

**Intended Participants:** Teachers

**Date:** Sep 7, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Study Group, Collaborative Problem Solving

**Funding:** Title 1 \$520.00

**Does this activity occur during the school day?** Yes

## **U. Focused Student Group: Double Dose of Reading for Special Education Students**

### **Fluency Building Workshop**

**Brief Description:** Special education teachers will utilize the Fabulously Famous Books and the Momentum Library on a weekly basis. Mrs. Waugaman will present professional development on how to use the material.

**Intended Participants:** Teachers, Students

**Date:** May 24, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation, Professional Reading

**Funding:** Title I \$450.00

**Does this activity occur during the school day?** Yes

### **Present growth data to staff via email**

**Brief Description:** Present growth data to staff via email

**Intended Participants:** Teachers

**Dates:** Oct 16, 2010; Dec 18, 2010; Feb 19, 2011; Apr 23, 2011

**Activity Purpose:** Information

**Activity Format:** Other

**Funding:**

**Does this activity occur during the school day?** Yes



## **Relationship Report: Areas of Concern / Strategies / Achievement Goals**

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

### **Local Areas of Concern**

#### **We are concerned that... Parents and students need guidance with independent practice (homework).**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- B. Educator Training for Parent Involvement

#### **We are concerned that... 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)
- L. Early Childhood Transition: Fantastic Fours

#### **We are concerned that... 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)

#### **We are concerned that... Our boys are not achieving to their highest ability therefore we are investigating gender influences and researching.**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Gender Based Learning

## **We are concerned that... The high number of office referrals and a concern for a schoolwide positive behavior program (pbs).**

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

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

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

- P.A.W.S.-Positive Attitude for the Whole School

## **We are concerned that... The school did not have anything in place to meet the requirements of RTI and schoolwide differentiation.**

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

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

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

- S.H.I.N.E. Staff Helping the Individual Needs of Everyone

## **Required Areas of Concern**

### **A. Parent Involvement (SW)**

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

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

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

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

### **B. Educator Training (SW)**

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

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

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

- B. Educator Training for Parent Involvement

### **C. Outreach to Preschool Parent Involvement Programs (SW)**

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

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

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

- C. Outreach to Preschool Parent Involvement Programs

## **E. Parent Information Resource Center Website (SW)**

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

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

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

- E. Parent Information Resource Center Website

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

### **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, SW)**

### **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: Writing as a Response
- I. Focused Academic Area: Problem Solving
- I. Focused Academic Area: Interactive Read Aloud/ Independent Reading-Conferences

## **J. Instruction by Highly Qualified Teachers (SW)**

### **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 (SW)**

### **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 (SW)**

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

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

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

- L. Early Childhood Transition: Fantastic Fours

## **M. Parent Notice - Assessment Results (SW)**

### **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 (In Improvement)**

### **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 (In Improvement)**

### **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 ISTEP Language Arts (AYP)
- Special Education -- Percent of students passing ISTEP Language Arts (AYP)

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

- O. Extended Learning Activities: Leap Ahead
- O. Extended Learning Activities: Supplemental Educational Services (SES)

## **P. Teacher Mentoring Program (In Improvement)**

### **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 ISTEP Language Arts (AYP)
- Special Education -- Percent of students passing ISTEP Language Arts (AYP)

**Strategies to Impact This Concern:**

- P. Teacher Mentoring Program: Literacy Coaching

## **Q. School-Parent Involvement Policy (SW)**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

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

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

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

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

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

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

## **S. School-Parent Compact (SW)**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- S. School-Parent Compact

## **T. Annual Parent Meeting (SW)**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

## **U. Focused Student Group (PL221, SW)**

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

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

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

- U. Focused Student Group: Double Dose of Reading for Special Education Students

## **V. Peer Review for SIP (In Improvement)**

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

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

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

- V. Peer Review for SIP

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Lake Ridge Central Office 6111 W. Ridge Road Gary, IN 46408 & Longfellow Elementary 4500 Calhoun Gary, IN 46408
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Northwest Educational Assessment (NWEA) computerized assessment in K-1 the tests main areas are reading and math, in 2-5 the main areas are reading, Language, math, and Science. Running Records assessment with Fountas & Pinnell reading levels for k-5. Indiana Reading Assessment (ROAR)K-2 which is done half on computer and the rest administered by the teacher. The areas that are test are reading comprehension, phonics, phonemic awareness, writing, dictation. Kindergarten has a screener given by the teacher at the beginning of the year.
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Longfellow is not consolidation programs because Longfellow is a Title 1 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 componenets of a school wide plan.
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2011-2012 school year