

School Improvement Plan - PL221 Version - 2008-2011

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M S D Perry Township

Indianapolis, 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

Clinton Young Elem Sch

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

- Indiana Student Achievement Institute
- PL221
- Title I School Wide
- No Child Left Behind

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Kathy Buck - Teacher
- Scott Evans - School Counselor
- Johanna Finneran - Teacher
- Cindy King - Community Representative
- Carol Kortepeter - Teacher
- Jim Leach - Community
- Vivian Leach - Parent/Guardian
- Judy Livingston - Administrator
- Jody Matthews - Administrator
- Liz McGail -
- Amanda Snyder - Teacher
- Ruth Turner - Teacher

Strategy Chairs

- Katie Floerke
- Sarah Harbert
- Susan Keller
- Carol Kortepeter
- Liz McGail
- Christin Meador
- Danna O'Hare
- Amanda Snyder
- Kristina Thetford
- Ruth Turner

Community Council

- Dewy Aviles
- Kathy Buck - teacher
- Nick Buck - College student
- JoEllen Buffie - School Board Member
- Robbie Ervin - sales
- Johanna Finneran - teacher
- Jennifer Fuller - parent
- David Heise - Chemical Engineer
- Chris Hiller - youth minister
- Cricket Jeffries
- Cindy King - Secretary/Treasurer
- Carol Kortepeter - teacher
- Jim Leach - Vice President
- Vivian Leach - Teacher
- Judy Livingston - Principal
- Jody Matthews - assistant principal
- Rick Matthews - Pastor
- Liz McGail - secretary

- Tresa Nance
- Bill Orme - Librarian
- Leisa Parks - student
- Georgianne Pitcher - psychologist
- Dan Richwine - Pastor
- Amanda Snyder - teacher
- Andy Sprunger - Veterinarian
- Sue Stash - nurse
- Nannette Tunget - Mayor of Southport
- Ruth Turner - Literacy Coordinator/Coach

Vision Statement

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

We believe all students deserve:

a safe, structured, nurturing environment that is undisturbed by others. This environment consists of a smaller class size which stimulates students each day and allows students to have fun while learning. The students participate in learning that is connected to the real world, have cross-curricular connections, and have exposure to the arts and physical education. We believe this type of environment will provide students with opportunities for social interaction, growth, and broadening experiences while developing positive relationships with adults and peers. We believe students should be surrounded by adults who provide encouragement and guidance while maintaining high expectations for the students. Teachers, who are highly qualified, dedicated, excited, believe in their students, enrich curriculum, and maintain high expectations, will provide students with an opportunity to succeed, prove what they are capable of, and continue their educational career at a higher institute. Students deserve to be given evaluations, feedback, and fair and accurate assessments from their teachers. We believe all students' individual needs should be recognized and additional assistance offered when it is needed, even after school hours. We believe students deserve the benefit of a full-time nurse, social worker and media specialist in their school building. We believe all students deserve parental and community involvement, such as adult mentors and tutors, to ensure their educational success. We believe that all students deserve to dream, to feel important, a shot at redemption, a society that values education, to be taught responsibility and a rigorous and relevant education.

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

All adults place a high value on education and the educational system. They believe in the student's ability to learn and maintain open communication with the school and the student. Adults provide a safe, clean, and nurturing environment that values children, their innocence, and their well-being. All teachers, parents, and community members have high expectations for their children and make sacrifices to ensure children receive what they deserve. Teachers, parents, and community members view each other as equal and are willing to devote time to make the student the priority. All adults accept and enjoy each student as an individual while showing a high level of interest and support for the students. All teachers, parents, and community members will take personal interest in each student and maintain a vision for that child's future. Teachers, parents, and community members work collaboratively to ensure the use of all available resources in order to help a child succeed. Every adult will be a positive role model for children by displaying the following: patience, caring, encouragement, trustworthiness, cooperativeness, responsibility, love, respect, and open-mindedness. All adults will understand childhood development and be willing to change proactively to better ensure the success of all students.

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

would be prepared for the day, take ownership of their work and recognize the relevance of education in their lives. Students would arrive on time and attend school everyday showing they are eager to learn. Students would come to school eager to learn, self-motivated, organized, enthusiastic, involved, and focused. All students would know what is expected of them and attempt to go above and beyond those expectations. Students will challenge their teachers academically while displaying desire for success and high expectations for themselves. All students will be respectful, confident, follow directions, responsible, disciplined, caring, and enthusiastic about their education. Students will have a higher self-esteem and care about their education. All students will be engaged longer in their learning while making intelligent and curious inquiries that challenge their teachers. Students will have more ownership of their education and know when to ask for assistance. All students will display responsible behavior and accept responsibility and realize there are consequences for their actions. All of the above students behavior will ensure that all students reach their potential.

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

- % of students who pass ISTEP English/Language Arts: 100%
- % of students who pass ISTEP Math: 100%
- % of students who are free/reduced lunch that pass ISTEP English/Language Arts: 100%
- % of students who are in grades 3-5 that pass Literary Response and Analysis portion of ISTEP English/Language Arts: 100%
- % of students who are African American males and pass ISTEP math and language arts: 100%
- % of students who : %

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

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

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 62.6 | | 59.1 | 66 | 62.9 | 66 | | 68 | | 70 | | 100 |

All students - Average percent passing ISTEP language arts

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 61 | | 58.4 | 68 | 60.6 | 64 | | 68 | | 72 | | 100 |

All students - Average percent passing ISTEP math

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 65 | | 67.1 | 70 | 68.4 | 72 | | 74 | | 76 | | 100 |

Black students - Average percent passing ISTEP Language Arts

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 46.7 | | 48.3 | 40 | 33.3 | 43 | | 53 | | 63 | | 100 |

Free/reduced lunch students - Average Percent Passing ISTEP Language Arts

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 56 | | 52.8 | 61 | 55.7 | 61 | | 66 | | 71 | | 100 |

Students in grades 3-5 - Average Percent Passing Literary Response/Analysis

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 62 | | 58 | 65 | 59 | 62 | | 65 | | 68 | | 100 |

Areas of Concern

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

Local Areas of Concern

Concern: Behavior of other students interereng with Learning

This was an area of concern that was brought up by our students in their surveys and in their discussions.

Concern: Students don't ask questions in class

This area was brought up by our students in their surveys and in their discussions.

Concern: Homework not turned in due to home environment

This was brought up by our staff and our students in their surveys and by our students during their discussions.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

N. Parent Notice of "School in Improvement"

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

V. Peer Review for SIP

Strategies

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

Local Strategies

Monthly Math Professional Development

Professional development on Math will be provided to teachers on a monthly basis. The building's Math Coach will be the presenter of each monthly session. Each month will focus on a different skill or area related to our state academic standards for Math. The Math Coach for our building will also present teachers will data that is related to our Tungsten Benchmarks assessments and ISTEP scores.

Required Strategies

A. Parent Involvement: G.I.F.T.S.S. (Get Involved For The Success of Students)

Special Education Teachers will hold a Family Night specifically designed for the parents of children with special needs. There will be one Family Night per nine weeks and each will focus on an ISTEP area (math, reading, and writing). Dinner, homework advice, manipulatives, and games will be provided to the parents and their children. Every student will leave with the supplies needed to complete homework and other learning activities at home with their parents. A wellness aspect will also be presented at each family night.

A. Parent Involvement: Hispanic Literacy Night Grades 1st-2nd

This will be a literacy night just for Hispanic parents. It will be hands-on training for the Hispanic parents to better aide their children's literacy development. It will provide teaching instructions, modeling, handouts, and all the activities that they would need to start this at home. It will be held at Clinton-Young Elementary school, and it will be designed by Ms. Harbert, the bilingual ELL Teacher, and the Literacy Coach. There will be two training sessions for parents-one in the fall and one in the spring.

A. Parent Involvement: Parent Readers

Parents visit their child's classroom to read to the class on a previously scheduled date and time.

A. Parent Involvement: Spanish Literacy Nights Grades 3-5

This will be a literacy night just for Hispanic parents. It will be hands-on training for the Hispanic parents to better aide their children's literacy development. It will provide teaching instructions, modeling, handouts, and all the activities that they would need to start this at home. It will be held at Clinton-Young Elementary school, and it will be designed by Ms. Harbert, the bilingual ELL Teacher, and the Literacy Coach. There will be two training sessions for parents-one in the fall and one in the spring.

A. Parent Involvement: Spring Conferences

Teachers will meet for 20 minutes in their classrooms with parents to discuss their students progress over the first 3 nine weeks of school. Meetings will be parent or teacher request only. They will not be required for all students.

B. Technology Coordination: Distance Learning

Teachers will continue to have the opportunity to participate in various distance learning programs that align with the curriculum they are teaching throughout the school year. Classes can assemble in the LGI room to participate in distance learning with other schools.

B. Technology Coordination: Tungsten Benchmarks

Teachers will continue to take their students to the computer lab twice a month or use labtop carts in their classrooms to administer the Tungsten Benchmark assessments. Students will complete one assessment for reading and one for math. Teachers will continue to use the results from these assessments to guide their instruction and use for any remediation.

C. Safe and Disciplined Learning Environment

Clinton Young administrators and teachers will continue to follow the district's discipline policy. Administrators, teachers, and staff will continue to implement the school's R.I.C.H.E.R. principles program where students learn character traits to incorporate into their own lives.

D. Attendance: P.A.C.E.R. attendance

Students will continue to receive awards/incentives for maintaining perfect attendance. Attendance will continue to be measured at midterm and after each quarter is completed. Teachers will continue to print attendance reports and give these reports to their grade-level representative that is on the attendance committee. Clinton Young will continue to follow district attendance policies.

G1. Exceptional Learners - Gifted: Gifted and Talented Program

The school will continue to follow the guidelines of our current district gifted and talented program. Gifted and talented teachers will continue to have their gifted students complete a project by the end of each quarter.

G2. Exceptional Learners - Special Education: Double Blocking

The special education department will be in compliance with the district and state guidelines. Special education students will participate in double blocking. Special education students will be instructed at their instructional level in compliance with their Individualized Education Plans, but will also participate in grade level reading instruction with the assistance of a special education aide in the general education setting.

H. Cultural Competency: Bridge Builders

Teachers from our school will continue to participate in a Bridge Builders group that has formed across the district. These teachers will continue to attend meetings that discuss various cultural topics. The teachers will continue to share these discussions and topics with the rest of faculty during staff meetings.

I. Focused Instruction / Curriculum: Curriculum Mapper

Clinton Young Elementary will enter curriculum maps into a new program titled "Curriculum Mapper". Teachers will meet with their grade levels to choose the content that is being introduced within a particular month. Each teacher will then record the skills that were assessed and how they were assessed based on the content introduced within that given month. At the end of each month, all teachers must enter curriculum maps into computer software program. At monthly grade level meetings, grade level maps will be discussed. During the second semester of the 2008-2009 school year, teachers will begin to look at curriculum maps across various grade levels and the content being introduced and assessed.

I. Focused Instruction / Curriculum: Teach Kids to Ask Quality Questions

Early in the '08-'09 school year a presenter will come to Clinton Young and speak to our staff about teaching kids how to ask questions based from Bloom's Taxonomy. Teachers will then instruct students (focusing a lot on students who receive Free or Reduced lunch) in utilizing verbs from Bloom's Taxonomy to ask high level questions at least 5 times a month. Teachers will model questioning and their own thinking processes for students. Teachers will focus on one level of Bloom's Taxonomy each month of the school year. Students will be expected to use the verbs from the specific level being focused on to ask high quality questions in the classroom.

J. Instruction by Highly Qualified Teachers

Administrators will continue to follow the district guidelines on hiring highly qualified teachers. This will ensure that our students are being instructed by highly qualified teachers.

K. Attracting Highly Qualified Teachers

The district will continue to follow its current policy on attracting highly qualified teachers.

L. Early Childhood Assistance: Parents are Teachers Too!

Kindergarten parents will be invited to an evening hosted by the kindergarten teachers and selected staff during the beginning of second semester. These kindergarten parents attended a program in the summer to prepare their incoming kindergarten student, but now parents will learn even more reading and math strategies to continue helping their child. Teachers will demonstrate hands-on literacy and math activities that parents can do with their child at home. Teachers will also provide parents with a take-home bag filled with the materials needed for these activities.

L. Early Childhood Assistance: Sending Us Ready for Education (S.U.R.E.) Program

Kindergarten parents will be invited to an evening hosted by the kindergarten teachers and selected staff during the summer. Teachers will demonstrate hands on literacy and math activities that parents can do with their children at home. Teachers will also provide parents with a take-home bag filled with the materials needed for these activities. Students will participate in activities that will ready them for kindergarten, such as, listening to a story, following directions, taking a tour of the school building, and taking a bus ride. Teachers will make home visits at the beginning of the 08-09 school year to follow up and survey the parents about their experience at the SURE program, and if they parents were able to use the math and literacy materials and strategies at home with their own child. Teachers will also invite parents to attend another kindergarten parent night that occurs second semester. The SURE program is the first in a series of Early Childhood Assistance activities.

M. Assessment Results to Parents: Tungsten Benchmark assessment results to parents

A form will be sent home to parents informing them of their child's Tungsten Benchmark results. The form will show parents what their child's scores were and what scores their child needs to achieve. At the beginning of next school year, grades 2-5 will send home the Benchmark assessment form on a quarterly basis.

N. Parent Notice of "School in Improvement"

Teachers will continue to distribute a letter informing parents that our school is considered a "school in improvement." Teachers will distribute this parent notice during our Back to School Night, which is held after the first week of school.

O. Extended Learning Activities: Homework Club

Teachers will provide help for students after school, one night a week, concentrating on homework.

P. Teacher Mentoring Program: A Go to Guide for Teachers

At the beginning of the school year, all teachers will receive packets of information regarding schedules, grading timelines, emergency procedures, duties, etc. The teachers will then take this information and place into a tabbed binder. The tabbed binder will prepare and organize teacher's information at the beginning of the year. Teachers will go to the tabbed binder when questions arise about schedules, duties, grading timelines, emergencies, etc. The tabbed binder will be located in a central location which is next to each teacher's classroom telephone.

P. Teacher Mentoring Program: T.A.S.K. (TEACHERS ADOPTING SPECIAL KIDS)

1.) Teachers reaching out to students in need of academic, behavior, and social guidance. 2.) Teachers/Students "in need" 3.) Teachers meeting w/students before, during, and after school hours a minimum of 2x/s weekly. 4.) At school

Q. School-Parent Involvement Policy

Parents will continue to be informed of the school-parent involvement policy at Back to School Night, which will be held at the school after school resumes. Teachers will discuss various ways that parents can become involved with the school and become involved with their child's learning.

R. Parent Right-to-Know Letter

Parents will receive a letter in the mail notifying them that Clinton Young Elementary School is considered a school who is in school improvement. Parents will also receive a school choice brochure in the mail. This allows parents to enroll their students in another elementary school within the same school district. In the fall, a meeting will also be held explaining to parents the school improvement process and what year of school improvement Clinton Young Elementary School is in.

S. School-Parent Compact: Title One Compact

Teachers will continue to distribute the Title One Compact at Back to School Night. The compact will be signed by parents, students, and teachers stating that they have read and understand the expectations they should follow.

T. Annual Parent Meeting: Back to School Night

Our annual parent meeting will still be held during our Back to School Night. This will be held at the school the week after school resumes. This provides parents with an opportunity to meet teachers and be provided with information about their child's school and classroom.

U. Targeted Assistance: Reading Remediation Period for Targeted Breakout Groups

Free and Reduced Lunch students will participate in a remediation period with an intervention specialist during their reading block. Students will be identified by their ISTEP and Tungsten Benchmark scores.

V. Peer Review for SIP

Another school, not currently in school improvement, will review Clinton Young's school improvement plan. The partner school will review the improvement plan using a peer review form that contains ten components. Each component must be present within the school improvement plan and noted what page it was found on. This will take place at the beginning of the 2008-2009 school year.

Professional Development

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

A. Parent Involvement: G.I.F.T.S.S. (Get Involved For The Success of Students)

| Professional Development Activity | Funding | Activity Purpose |
|--|--|----------------------------------|
| <i>Presentation of Strategy</i> | Source: Special Education Team Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| The Special Education Team will inform the staff of Clinton Young Elementary School of the strategy and what it will entail. The team will ask the staff for volunteers to assist. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

A. Parent Involvement: Hispanic Literacy Night Grades 1st-2nd

| Professional Development Activity | Funding | Activity Purpose |
|---|--|----------------------------------|
| <i>Informing Staff</i> | Source: ELL team Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| The ELL team will present to the staff of Clinton Young elementary School the strategy and what it will entail. The team will ask the staff for volunteers to assist with the Literacy Nights and inviting the students to participate. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

A. Parent Involvement: Parent Readers

| Professional Development Activity | Funding | Activity Purpose |
|---|---|----------------------------------|
| <i>Staff Meeting</i> | Source: Christin Meador Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| Christin Meador will present to the staff of Clinton Young Elementary School this strategy. Handouts, sign in sheets, and calendars for parents to sign up on will be distributed at the meeting. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

A. Parent Involvement: Spanish Literacy Nights Grades 3-5

| Professional Development Activity | Funding | Activity Purpose |
|---|--|----------------------------------|
| <i>Presentation of Strategy</i> | Source: ELL Team Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| The ELL team will present to the staff of Clinton Young elementary School the strategy and what it will entail. The team will ask the staff for volunteers to assist with the Literacy Nights and inviting the students to participate. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

A. Parent Involvement: Spring Conferences

| Professional Development Activity | Funding | Activity Purpose |
|--|---|----------------------------------|
| <i>Presentation of Strategy</i> | Source: Christin Meador Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| Christin Meador will present to the staff of Clinton Young Elementary School the strategy of spring conferences. Christin will inform the staff how spring conferences will be scheduled and how parents will be notified of conference time and date. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

I. Focused Instruction / Curriculum: Curriculum Mapper

| Professional Development Activity | Funding | Activity Purpose |
|---|--|---|
| <i>Presentation of Strategy</i> | Source: Ruth Turner/Carol Kortepeter Amount: \$0 | Information Skill Building Feedback/Support |
| Brief Description | Intended Participants | Activity Format |
| Ruth Turner and Carol Kortepeter will present to the staff of Clinton Young Elementary the computer software called "Curriculum Mapper". The presenters will show the staff how to properly enter curriculum maps into the system and then how to calibrate maps within the same grade level. | Teachers Administrators | Talk to Presentation/Workshop Peer Coaching |

| Professional Development Activity | Funding | Activity Purpose |
|---|--|---|
| <i>Calibrating Curriculum Maps</i> | Source: Ruth Turner/Carol Kortepeter Amount: \$0 | Information Skill Building Feedback/Support |
| Brief Description | Intended Participants | Activity Format |
| Ruth Turner and Carol Kortepeter will present to the staff of Clinton Young Elementary School the concept of calibrating curriculum maps within the same grade level. The skill will be demonstrated and teachers will have time to discuss within their grade level and calibrate their maps together. | Teachers Administrators | Talk to Presentation/Workshop Peer Coaching |

| Professional Development Activity | Funding | Activity Purpose |
|--|--|---|
| <i>Calibrating Curriculum Maps Across Grade Levels</i> | Source: Ruth Turner/Carol Kortepeter Amount: \$0 | Information Skill Building Feedback/Support |
| Brief Description | Intended Participants | Activity Format |
| Ruth Turner and Carol Kortepeter will present to the staff of Clinton Young Elementary School the concept of calibrating curriculum maps across grade levels. The skill will be demonstrated and teachers will have time to discuss across grade levels and calibrate their maps together. | Teachers Administrators | Talk to Presentation/Workshop Peer Coaching |

I. Focused Instruction / Curriculum: Teach Kids to Ask Quality Questions

| Professional Development Activity | Funding | Activity Purpose |
|--|---|----------------------------------|
| <i>presentation on Bloom's Taxonomy and asking high-quality questions</i> | Source: Local Presenter Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| A local presenter will make a presentation on how to incorporate Bloom's Taxonomy into your classroom. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

L. Early Childhood Assistance: Parents are Teachers Too!

| Professional Development Activity | Funding | Activity Purpose |
|---|--|----------------------------------|
| <i>Present kindergarten parent night strategy to staff</i> | Source: Susan Keller Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| The strategy chair for this strategy will present the action plan to the staff of our building. Susan Keller will ask for volunteers to participate in the kindergarten parent night. | Teachers Administrators | Talk to Presentation/Workshop |

| Professional Development Activity | Funding | Activity Purpose |
|---|--|----------------------------------|
| <i>Meeting of volunteers for kindergarten parent night</i> | Source: Susan Keller Amount: \$0 | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| Susan Keller will ask for volunteers to participate in the kindergarten parent night. When volunteers are identified, they will hold a meeting to notify the volunteers of activities and schedule for the evening. | Teachers Administrators | Talk to Presentation/Workshop |

L. Early Childhood Assistance: Sending Us Ready for Education (S.U.R.E.) Program

| Professional Development Activity | Funding | Activity Purpose |
|--|---|----------------------------------|
| <i>Presentation of Strategy</i> | Source: Kindergarten Teachers Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| The kindergarten teachers of Clinton Young Elementary School will present the SURE program to the staff. The teachers will ask the staff to volunteer and assist in giving incoming kindergarten students and parents a tour of our school building. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

O. Extended Learning Activities: Homework Club

| Professional Development Activity | Funding | Activity Purpose |
|--|--|----------------------------------|
| <i>Presentation of Strategy</i> | Source: Kristina Davis Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| Kristina Davis (strategy chair) will present this strategy to the staff of Clinton Young Elementary School. The benefits of having a Homework Club will be discussed. The procedures and handouts for Homework Club will be discussed and distributed. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

P. Teacher Mentoring Program: A Go to Guide for Teachers

| Professional Development Activity | Funding | Activity Purpose |
|---|--|----------------------------------|
| <i>Explain how to use Go To Guide as an organizational tool</i> | Source: Danna O'Hare Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| Danna O'Hare will present the Go To Guide strategy to the staff at Clinton Young Elementary School. Danna will present how to use the binder as an organizational tool in your classroom. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

| Professional Development Activity | Funding | Activity Purpose |
|--|--|------------------------------------|
| <i>Monthly grade level meeting to explain tabbed sections in binder</i> | Source: Danna O'Hare/Alisha Ramsey Amount: \$0 | Skill Building Feedback/Support |
| Brief Description | Intended Participants | Activity Format |
| Monthly grade level meetings will be scheduled to discuss the various tabbed sections of the Go To Guide binder. Teachers will be able to give their feedback at this time about the binder. | Teachers Administrators | Talk to Study Group |

P. Teacher Mentoring Program: T.A.S.K. (TEACHERS ADOPTING SPECIAL KIDS)

| Professional Development Activity | Funding | Activity Purpose |
|--|--|-------------------------------|
| <i>Making contact with TASK student</i> | Source: Danna O'Hare Amount: \$0 | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| Danna O'Hare will present the strategy of TASK to the staff of Clinton Young Elementary School. Teachers will discuss approaches on how to best make contact with their adopted student during their busy schedules. | Teachers Counselors Administrators | Talk to Peer Coaching |

U. Targeted Assistance: Reading Remediation Period for Targeted Breakout Groups

| Professional Development Activity | Funding | Activity Purpose |
|---|---|----------------------------------|
| <i>Differentiated Instruction Training</i> | Source: Local Presenter Amount: \$0 | Information |
| Brief Description | Intended Participants | Activity Format |
| Presenter will present to staff information on how to successfully implement differentiated instruction into their classroom focusing on our free and reduced lunch breakout group. | Teachers Counselors Administrators | Talk to Presentation/Workshop |

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Behavior of other students interereng with Learning

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math

Strategies to Impact This Concern:

Concern: Students don't ask questions in class

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

Concern: Homework not turned in due to home environment

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

Required Areas of Concern

A. Parent Involvement (PL221, Title I, NCLB)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- L. Early Childhood Assistance: Sending Us Ready for Education (S.U.R.E.) Program
- A. Parent Involvement: Spanish Literacy Nights Grades 3-5
- A. Parent Involvement: Parent Readers
- A. Parent Involvement: G.I.F.T.S.S. (Get Involved For The Success of Students)
- A. Parent Involvement: Spring Conferences
- A. Parent Involvement: Hispanic Literacy Night Grades 1st-2nd

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- B. Technology Coordination: Tungsten Benchmarks
- B. Technology Coordination: Distance Learning

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment
- P. Teacher Mentoring Program: T.A.S.K. (TEACHERS ADOPTING SPECIAL KIDS)
- P. Teacher Mentoring Program: A Go to Guide for Teachers

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- D. Attendance: P.A.C.E.R. attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: Gifted and Talented Program

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Double Blocking

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts

Strategies to Impact This Concern:

- H. Cultural Competency: Bridge Builders
- A. Parent Involvement: Spanish Literacy Nights Grades 3-5
- A. Parent Involvement: Hispanic Literacy Night Grades 1st-2nd

I. Focused Instruction / Curriculum (Title I, NCLB)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Teach Kids to Ask Quality Questions
- I. Focused Instruction / Curriculum: Curriculum Mapper
- A. Parent Involvement: Spanish Literacy Nights Grades 3-5
- A. Parent Involvement: Hispanic Literacy Night Grades 1st-2nd

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- L. Early Childhood Assistance: Sending Us Ready for Education (S.U.R.E.) Program
- L. Early Childhood Assistance: Parents are Teachers Too!

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- M. Assessment Results to Parents: Tungsten Benchmark assessment results to parents

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

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- N. Parent Notice of "School in Improvement"

O. Extended Learning Activities (Title I, NCLB)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- O. Extended Learning Activities: Homework Club
- A. Parent Involvement: Spanish Literacy Nights Grades 3-5
- A. Parent Involvement: Hispanic Literacy Night Grades 1st-2nd

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- Monthly Math Professional Development
- P. Teacher Mentoring Program: A Go to Guide for Teachers
- P. Teacher Mentoring Program: T.A.S.K. (TEACHERS ADOPTING SPECIAL KIDS)

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- S. School-Parent Compact: Title One Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math
- Black students -- Average percent passing ISTEP Language Arts
- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts
- Students in grades 3-5 -- Average Percent Passing Literary Response/Analysis

Strategies to Impact This Concern:

- T. Annual Parent Meeting: Back to School Night

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- Free/reduced lunch students -- Average Percent Passing ISTEP Language Arts

Strategies to Impact This Concern:

- U. Targeted Assistance: Reading Remediation Period for Targeted Breakout Groups

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- All students -- Average percent passing ISTEP language arts
- All students -- Average percent passing ISTEP math

Strategies to Impact This Concern:

- V. Peer Review for SIP

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

| | | |
|---|---|---|
| Description and location of curriculum: | Conference Room | Force Field Report B: Curriculum Additional Data #1 |
| Titles and descriptions of assessment instruments to be used in addition to ISTEP+: | We give the ISTEP test to grades 3-5. We also have a monthly test created by Tungsten Benchmarks that is given to grades 2-5. | Force Field Report C: Assessment Additional Data #1 |
| Statutes and rules to be waived: | None | Force Field Report G: Environment Additional Data #2 |
| Program Consolidation Plan: | None at this time. | Force Field Report G: Environment Additional Data #2 |

To-Do List

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

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

Early Childhood Assistance

Mar 20, 2008: Number of times each week parents spend working on learning activities with their child

Person: Susan Keller

Activity: Collect first semester/trimester follow up data

Mar 20, 2008: copy and distribute survey of kindergarten students' mastery level of state standards

Person: Susan Keller

Activity: Survey Teachers about Kindergarten Students

May , 2008: ask staff to volunteer to assist in SURE program by giving tours of school building to students

Person: Amanda Spangler/Marla Bryant

Activity: Informing Staff

May , 2008: present SURE strategy to staff

Person: Amanda Spangler/Marla Bryant

Activity: Informing Staff

May , 2008: construct letter of invitation to SURE program

Person: Amanda Spangler/Marla Bryant

Activity: Invitation

May , 2008: copy letters of invitation to SURE program

Person: Amanda Spangler/Marla Bryant

Activity: Invitation

May , 2008: ask staff to volunteer to assist in SURE program by giving tours of school building to students

Person: Amanda Spangler/Marla Bryant

Activity: Presentation of Strategy

May , 2008: present action plan of SURE program to staff of Clinton Young

Person: Amanda Spangler/Marla Bryant

Activity: Presentation of Strategy

May , 2008: find vendors who carry appropriate supplies for parent and student activities at SURE program

Person: Amanda Spangler/Marla Bryant

Activity: Purchase SURE program materials

May , 2008: contact transportation to reserve bus and driver for bus ride at SURE program

Person: Ruth Turner

Activity: reserve bus and driver for SURE program

May , 2008: ask principal for funding of SURE program

Person: Ruth Turner

Activity: Secure Funding for SURE program

May , 2008: check master calendar to set date for SURE program in summer

Person: Ruth Turner

Activity: Set SURE program date

Jun , 2008: create SURE activities for parents

Person: Ruth Turner

Activity: create activities for SURE program

Jun , 2008: create SURE activities for students
Person: Amanda Spangler/Marla Bryant
Activity: create activities for SURE program

Jun , 2008: make SURE handouts for parents
Person: Ruth Turner
Activity: create activities for SURE program

Jun , 2008: letter sent home explaining SURE program and inviting parents and incoming kindergarten students to attend
Person: Amanda Spangler/Marla Bryant
Activity: Invitation

Jun , 2008: purchase supplies for SURE program
Person: Ruth Turner
Activity: Purchase SURE program materials

Jul , 2008: survey incoming kindergarten parents asking the number of times they currently participate in math and reading learning activities with their child on a weekly basis.
Person: Susan Keller
Activity: Collect baseline data

Jul , 2008: assembly line packing of SURE materials
Person: Amanda Spangler/Marla Bryant
Activity: package SURE materials for parents

Jul , 2008: personal phone calls inviting each parent to attend and explain importance of SURE program
Person: Amanda Spangler/Marla Bryant
Activity: phone calls to parents

Aug , 2008: survey kindergarten teachers and ask the % of times a student successfully completes one of the kindergarten academic standards in reading or math.
Person: Amanda Spangler/Marla Bryant
Activity: Collect baseline data

Aug , 2008: During kindergarten home visits, teachers will invite parents to attend another Kindergarten parent night at the beginning of second semester
Person: Kindergarten Teachers
Activity: Home Visits after SURE program

Aug , 2008: Kindergarten teachers distribute SURE program survey to parents during home visits
Person: Kindergarten Teachers
Activity: Home Visits after SURE program

Aug , 2008: personal phone calls to each Kindergarten parent to schedule home visit time and date
Person: Kindergarten Teachers
Activity: phone calls to parents

Aug , 2008: ask all teachers to volunteer to provide assistance with kindergarten parent night
Person: Susan Keller
Activity: Present kindergarten parent night strategy to staff

Aug , 2008: present kindergarten parent night strategy to staff of Clinton Young
Person: Susan Keller
Activity: Present kindergarten parent night strategy to staff

Aug , 2008: create teacher survey about kindergarten students mastery level of state standards
Person: Susan Keller
Activity: Survey Teachers about Kindergarten Students

- Aug 1, 2008:** copy parent survey for parents to complete during SURE program home visits
Person: Susan Keller
Activity: Home Visits after SURE program
- Aug 1, 2008:** create parent survey to complete after SURE program
Person: Susan Keller
Activity: Home Visits after SURE program
- Aug 11, 2008:** contact parents to schedule home visits after SURE program
Person: Kindergarten Teachers
Activity: Home Visits after SURE program
- Aug 20, 2008:** Number of times each week parents spend working on learning activities with their child
Person: Susan Keller
Activity: Collect baseline data
- Aug 20, 2008:** copy and distribute survey about kindergarten students' mastery level of state standards
Person: Susan Keller
Activity: Survey Teachers about Kindergarten Students
- Sep , 2008:** purchase kindergarten parent night supplies from vendor
Person: Susan Keller
Activity: Buy supplies for kindergarten parent night
- Sep , 2008:** select vendor to purchase materials for kindergarten parent night from
Person: Susan Keller
Activity: Buy supplies for kindergarten parent night
- Sep , 2008:** plan activities for parents to participate in during kindergarten parent night
Person: Susan Keller
Activity: Create activities to present at kindergarten parent night
- Sep , 2008:** plan activities for students to participate in during kindergarten parent night
Person: Susan Keller
Activity: Create activities to present at kindergarten parent night
- Sep 5, 2008:** ask principal for funding for materials to give to parents at kindergarten parent night
Person: Susan Keller
Activity: Secure funding for kindergarten parent night
- Sep 5, 2008:** check master calendar for school to set date for kindergarten parent night during the beginning of second semester
Person: Susan Keller
Activity: Set date for kindergarten parent night
- Sep 20, 2008:** survey kindergarten parents asking the number of times they participate in math and reading learning activities with their child on a weekly basis.
Person: Susan Keller
Activity: Collect first semester/trimester follow up data
- Nov , 2008:** create letter to send home to kindergarten parents announcing the kindergarten parent night
Person: Susan Keller
Activity: Letter home announcing kindergarten parent night
- Nov , 2008:** distribute to teachers copies of the kindergarten parent night letter
Person: Susan Keller
Activity: Letter home announcing kindergarten parent night
- Nov , 2008:** make copies of kindergarten parent night letter
Person: Susan Keller
Activity: Letter home announcing kindergarten parent night

- Nov , 2008:** make handout with activities planned for kindergarten parent night
Person: Susan Keller
Activity: Meeting of volunteers for kindergarten parent night
- Dec , 2008:** kindergarten teachers distribute letter inviting parents to kindergarten parent night
Person: Kindergarten Teachers
Activity: Letter home announcing kindergarten parent night
- Dec , 2008:** plan meeting date to meet with volunteers for kindergarten parent night
Person: Susan Keller
Activity: Meeting of volunteers for kindergarten parent night
- Dec , 2008:** Kindergarten teachers make phone calls to kindergarten parents inviting them to attend and explaining the importance of the evening.
Person: Kindergarten Teachers
Activity: Phone calls to parents about kindergarten parent night
- Dec , 2008:** package and assemble materials that will be given to parents during kindergarten parent night
Person: Susan Keller
Activity: Prepare materials for kindergarten parent night
- Dec , 2008:** prepare student activities for students to complete at kindergarten parent night
Person: Susan Keller
Activity: Prepare materials for kindergarten parent night
- Dec 20, 2008:** Number of times each week parents spend working on learning activities with their child
Person: Susan Keller
Activity: Collect final semester/trimester follow up data
- Dec 20, 2008:** survey Kindergarten teachers asking the % of times students successfully complete one of the academic standards for reading or math
Person: Amanda Spangler/Marla Bryant
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** copy and distribute survey about kindergarten students' level of mastery of state standards
Person: Susan Keller
Activity: Survey Teachers about Kindergarten Students
- Jan , 2009:** meet with volunteers of kindergarten parent night to present activities and schedule of evening
Person: Susan Keller
Activity: Meeting of volunteers for kindergarten parent night
- Mar , 2009:** survey kindergarten parents asking the number of times they participate in math and reading learning activities with their child on a weekly basis.
Person: Susan Keller
Activity: Collect final semester/trimester follow up data
- May 20, 2009:** survey kindergarten teachers asking the % of times students successfully complete one of the kindergarten academic standards in reading and math
Person: Amanda Spangler/Marla Bryant
Activity: Collect final semester/trimester follow up data

Extended Learning Activities

- Aug , 2008:** develop homework club flier to pass out at Ice Cream Social and Back to School Night
Person: Kristina Davis
Activity: Getting Information to Parents about Homework Club
- Aug , 2008:** Distribute homework club fliers on Back to School Night
Person: Kristina Davis
Activity: Getting Information to Parents about Homework Club

Aug , 2008: districute homework club fliers to parents at Ice Cream Social
Person: All staff
Activity: Getting Information to Parents about Homework Club

Aug , 2008: make copies of homework club fliers
Person: Kristina Davis
Activity: Getting Information to Parents about Homework Club

Aug , 2008: develop homework club handouts to distribute to teachers during summer advance meeting
Person: Kristina Davis
Activity: Inform teachers of Homework Club

Aug , 2008: meet with teachers and explain the goals of homework club
Person: Kristina Davis
Activity: Inform teachers of Homework Club

Aug , 2008: prepare homework club calendar for staff to use as a sign up for teachers of Homework Club
Person: Kristina Davis
Activity: Inform teachers of Homework Club

Aug , 2008: discuss how only one teacher will have to stay one night a month for homework club
Person: Kristina Davis
Activity: Presentation of Strategy

Aug , 2008: prepare homework club calendars for the staff
Person: Kristina Davis
Activity: Presentation of Strategy

Aug , 2008: prepare homework club handouts for staff
Person: Kristina Davis
Activity: Presentation of Strategy

Aug , 2008: present benefits of Homework Club
Person: Kristina Davis
Activity: Presentation of Strategy

Aug , 2008: present procedures for homework club strategy to staff
Person: Kristina Davis
Activity: Presentation of Strategy

Sep , 2008: teachers complete a homework club calendar to schedule who can stay and participate in Homework Club
Person: All staff
Activity: Inform teachers of Homework Club

Oct , 2008: Copy homework club survey and give to teachers to distribute to students who participate in Homework Club
Person: Kristina Davis
Activity: Get feedback from students who participate in Homework Club

Oct , 2008: develop homework club survey to distribute to students who participate in Homework Club
Person: Kristina Davis
Activity: Get feedback from students who participate in Homework Club

Nov , 2008: Have students who attended Homework Club complete a survey
Person: All staff
Activity: Get feedback from students who participate in Homework Club

Nov 20, 2008: create teacher survey about effectiveness of homework club
Person: Kristina Davis
Activity: Survey Teachers about Homework Club

Dec 20, 2008: survey teachers and ask the percentage of times Homework club students have turned in their homework complete and accurate

Person: Kristina Davis

Activity: Collect first semester/trimester follow up data

Dec 20, 2008: copy and distribute survey about effectiveness of homework club

Person: Kristina Davis

Activity: Survey Teachers about Homework Club

Apr , 2009: copy homework club survey and give to teachers to distribute to students who participated in Homework Club

Person: Kristina Davis

Activity: Get feedback from students who participate in Homework Club

Apr , 2009: have students who attended homework club complete a survey about strategy

Person: All staff

Activity: Get feedback from students who participate in Homework Club

May 1, 2009: survey teachers and ask the percentage of times Homework club students have turned in their homework complete and accurate

Person: Kristina Davis

Activity: Collect final semester/trimester follow up data

May 20, 2009: copy and distribute survey about effectiveness of homework club

Person: Kristina Davis

Activity: Survey Teachers about Homework Club

Sep , 2009: survey teachers and ask the percentage of times Homework club students have turned in their homework complete and accurate

Person: Kristina Davis

Activity: Collect baseline data

Focused Instruction / Curriculum

May 20, 2008: survey teachers and ask the percentage of time students ask high-quality questions

Person: Katie Floerke

Activity: Collect baseline data

May 20, 2008: survey teachers asking the % of teachers who teach their students verbs from various levels of Bloom's Taxonomy at least 5 times a month

Person: Katie Floerke

Activity: Collect baseline data

May 20, 2008: survey the % of teachers who currently use the curriculum mapping software

Person: Ruth Turner/Carol Kortepeter

Activity: Collect baseline data

Jul , 2008: secure speaker for presentation

Person: Katie Floerke

Activity: presentation on Bloom's Taxonomy and asking high-quality questions

Jul , 2008: set presentation date

Person: Katie Floerke

Activity: presentation on Bloom's Taxonomy and asking high-quality questions

Aug , 2008: ask teachers if any problems are occurring with curriculum mapping software program at grade level meetings

Person: Ruth Turner

Activity: Curriculum Mapper assistance

Aug , 2008: assure teachers assistance will be provided when questions about curriculum mapping software arise

Person: Ruth Turner

Activity: Curriculum Mapper assistance

- Aug , 2008:** copy of each grade level's standards for Language Arts will be given to select content for curriculum map
Person: Ruth Turner
Activity: grade levels teams plan monthly content
- Aug , 2008:** demonstrate to each grade level representative how to select language arts content to curriculum map
Person: Ruth Turner
Activity: grade levels teams plan monthly content
- Aug , 2008:** grade representatives discuss with grade level the importance of this strategy and how to track the student's progress
Person: All grade representatives
Activity: Presentation of Strategy
- Aug , 2008:** handouts of curriculum mapper software instructions will be provided to staff members
Person: Ruth Turner/Carol Kortepeter
Activity: Presentation of Strategy
- Aug , 2008:** overview of how to enter information into curriculum mapper software will be presented
Person: Ruth Turner/Carol Kortepeter
Activity: Presentation of Strategy
- Aug , 2008:** present strategy to staff
Person: Katie Floerke
Activity: Presentation of Strategy
- Aug , 2008:** show and explain need for this strategy
Person: Katie Floerke
Activity: Presentation of Strategy
- Aug , 2008:** strategy of curriculum mapper software will be presented to staff
Person: Ruth Turner/Carol Kortepeter
Activity: Presentation of Strategy
- Aug , 2008:** prepare any materials necessary for meeting
Person: Katie Floerke
Activity: presentation on Bloom's Taxonomy and asking high-quality questions
- Aug , 2008:** assistance with Curriculum Mapper software will continuously be provided
Person: Ruth Turner
Activity: Provide teachers with opportunities to plan
- Aug , 2008:** planning time will be scheduled to select content for curriculum map
Person: Ruth Turner
Activity: Provide teachers with opportunities to plan
- Aug , 2008:** copy surveys and distribute to teachers
Person: Katie Floerke
Activity: teacher survey to record student question-asking ability
- Aug , 2008:** create survey for teachers to record their classes' question-asking ability
Person: Katie Floerke
Activity: teacher survey to record student question-asking ability
- Aug , 2008:** explain survey record sheet to teachers and due date
Person: Katie Floerke
Activity: teacher survey to record student question-asking ability
- Aug 4, 2008:** grade levels select language arts content on a monthly basis during team meetings to curriculum map
Person: All teachers
Activity: grade levels teams plan monthly content

- Aug 28, 2008:** provide technology assistance when problems arise using curriculum mapper
Person: Ruth Turner
Activity: Curriculum Mapper software
- Aug 28, 2008:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software
- Sep 25, 2008:** provide technology assistance when problems arise when using curriculum mapper program
Person: Ruth Turner
Activity: Curriculum Mapper software
- Sep 25, 2008:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software
- Oct , 2008:** handouts of calibration process with curriculum mapping will be distributed to staff members
Person: Ruth Turner/Carol Kortepeter
Activity: Calibrating Curriculum Maps
- Oct , 2008:** presentation of calibration of curriculum maps will be presented
Person: Ruth Turner/Carol Kortepeter
Activity: Calibrating Curriculum Maps
- Oct 11, 2008:** staff members will have time to calibrate grade level curriculum maps and discuss with other teachers
Person: All staff
Activity: Calibrating Curriculum Maps
- Oct 23, 2008:** provide technology assistance when problems arise using curriculum mapper program
Person: Ruth Turner
Activity: Curriculum Mapper software
- Oct 23, 2008:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software
- Nov 7, 2008:** staff members will have time to calibrate grade level curriculum maps and discuss with other teachers
Person: All staff
Activity: Calibrating Curriculum Maps
- Nov 26, 2008:** provide technology assistance when problems arise using curriculum mapper program
Person: Ruth Turner
Activity: Curriculum Mapper software
- Nov 26, 2008:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software
- Dec , 2008:** copy surveys for 2nd semester and distribute to teachers
Person: Katie Floerke
Activity: teacher survey to record student question-asking ability
- Dec , 2008:** email teachers reminding them why we're doing the survey and due date
Person: Katie Floerke
Activity: teacher survey to record student question-asking ability
- Dec 13, 2008:** staff members will have time to calibrate grade level curriculum maps and discuss with other teachers
Person: All staff
Activity: Calibrating Curriculum Maps

- Dec 20, 2008:** survey teachers and ask the percentage of time students ask high-quality questions
Person: Katie Floerke
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** survey teachers asking the % of teachers who currently use the curriculum mapper software
Person: Ruth Turner/Carol Kortepeter
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** survey teachers asking the % of teachers who teach their students verbs from various levels of Bloom's Taxonomy at least 5 times a month
Person: Katie Floerke
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** collect surveys and get an average for school
Person: Katie Floerke
Activity: teacher survey to record student question-asking ability
- Dec 25, 2008:** provide technology assistance when problems arise using curriculum mapper program
Person: Ruth Turner
Activity: Curriculum Mapper software
- Dec 25, 2008:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software
- Jan 10, 2009:** staff members will have time to calibrate grade level curriculum maps and discuss with other teachers
Person: All staff
Activity: Calibrating Curriculum Maps
- Jan 22, 2009:** provide technology assistance when problems arise using curriculum mapper program
Person: Ruth Turner
Activity: Curriculum Mapper software
- Jan 22, 2009:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software
- Feb , 2009:** prepare and distribute handouts on calibration of curriculum maps across grade levels
Person: Ruth Turner/Carol Kortepeter
Activity: Calibrating Curriculum Maps Across Grade Levels
- Feb , 2009:** presentation of calibration of curriculum maps across grade levels will be presented
Person: Ruth Turner/Carol Kortepeter
Activity: Calibrating Curriculum Maps Across Grade Levels
- Feb 11, 2009:** teachers will have time to discuss with other grade level teachers their curriculum maps
Person: All teachers
Activity: Calibrating Curriculum Maps Across Grade Levels
- Feb 26, 2009:** provide technology assistance when problems arise using curriculum mapper program
Person: Ruth Turner
Activity: Curriculum Mapper software
- Feb 26, 2009:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software
- Mar 11, 2009:** teachers will have time to discuss with other grade level teachers their curriculum maps
Person: All teachers
Activity: Calibrating Curriculum Maps Across Grade Levels

- Mar 26, 2009:** provide technology assistance when problems arise using curriculum mapper program
Person: Ruth Turner
Activity: Curriculum Mapper software
- Mar 26, 2009:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software
- Apr 8, 2009:** teachers will have time to discuss with other grade level teachers their curriculum maps
Person: All teachers
Activity: Calibrating Curriculum Maps Across Grade Levels
- Apr 23, 2009:** provide technology assistance when problems arise using curriculum mapper program
Person: Ruth Turner
Activity: Curriculum Mapper software
- Apr 23, 2009:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software
- May , 2009:** calculate an average for school
Person: Katie Floerke
Activity: teacher survey to record student question-asking ability
- May , 2009:** collect surveys
Person: Katie Floerke
Activity: teacher survey to record student question-asking ability
- May 20, 2009:** survey teachers and ask the percentage of time students ask high-quality questions
Person: Katie Floerke
Activity: Collect final semester/trimester follow up data
- May 20, 2009:** survey teachers asking the % of teachers who teach their students verbs from various levels of Bloom's Taxonomy at least 5 times a month
Person: Katie Floerke
Activity: Collect final semester/trimester follow up data
- May 20, 2009:** survey teachers to collect the % of teachers who currently use the curriculum mapper software
Person: Ruth Turner/Carol Kortepeter
Activity: Collect final semester/trimester follow up data
- May 28, 2009:** provide technology assistance when problems arise when using curriculum mapper program
Person: Ruth Turner
Activity: Curriculum Mapper software
- May 28, 2009:** teachers will be responsible for entering curriculum maps into computer software on a monthly basis
Person: All teachers
Activity: Curriculum Mapper software

Parent Involvement

- , 2008:** present procedures for Parent Readers strategy to staff
Person: Christin Meador
Activity: Staff Meeting
- Jan , 2008:** distribute literacy night invitation fliers
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Feb , 2008: copy reminder fliers for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Feb , 2008: distribute reminder fliers for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Feb , 2008: copy handouts for parents for literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night

Feb , 2008: print off sign in sheet for parents to sign on literacy night
Person: Sarah Harbert
Activity: Presenting Literacy Night

Mar , 2008: create spring conference form
Person: Christin Meador
Activity: Preparation

Mar , 2008: email teachers informing them that spring conference forms are in mailboxes and give teachers date to send home forms
Person: Christin Meador
Activity: Preparation

Mar , 2008: teachers send home spring conference forms requesting a conference
Person: All Staff
Activity: Preparation

May 20, 2008: record homework data collected by the 3 special needs teachers
Person: Christin Meador
Activity: Collect final semester/trimester follow up data

Aug , 2008: copy spring conference survey and hand out to teachers
Person: Christin Meador
Activity: Collect baseline data

Aug , 2008: create spring conference survey for parents to complete
Person: Christin Meador
Activity: Collect baseline data

Aug , 2008: poll students to ask if parents are helping with reading at home
Person: Ms. Harbert
Activity: Collect baseline data

Aug , 2008: survey staff asking how many parents participated in their classroom some way during the 07-08 school year
Person: Christin Meador
Activity: Collect baseline data

Aug , 2008: tally results from spring conference survey and return to Christin Meador
Person: All staff
Activity: Collect baseline data

Aug , 2008: explain literacy night to staff during summer advance meeting
Person: Sarah Harbert/Lora Hansell
Activity: Informing Staff

Aug , 2008: Home Visits to special needs students inviting them to GIFTSS night
Person: Kathy Buck, John Sponsel, Whitney Miller
Activity: Parent Participation

Aug , 2008: ask staff to volunteer at GIFTSS events
Person: Kathy Buck
Activity: Presentation of Strategy

Aug , 2008: explain literacy night to staff during summer advance meeting
Person: Sarah Harbert
Activity: Presentation of Strategy

Aug , 2008: inform staff of activities that will occur at GIFTSS nights to get parents to participate
Person: Kathy Buck
Activity: Presentation of Strategy

Aug , 2008: inform staff of GIFTSS events
Person: Kathy Buck
Activity: Presentation of Strategy

Aug , 2008: inform teachers of spring conference strategy
Person: Christin Meador
Activity: Presentation of Strategy

Aug , 2008: copy Parent Reader calendars and handouts for staff
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: copy parent reader handouts for staff
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: create explanation handout for parents about Parent Readers strategy
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: create Parent Reader calendars for all classrooms
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: create, copy, and distribute parent readers sign in sheet to each classroom teacher
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: distribute Parent Reader calendars and handouts to staff
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: make parent reader handouts for staff
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: prepare calendars for the staff for Parent Readers
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: prepare handouts for staff for Parent Readers
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: prepare parent reader calendars for staff to use as sign up sheets
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: prepare parent reader handouts for staff
Person: Christin Meador
Activity: Staff Meeting

Aug , 2008: Present parent reader material to staff
Person: Christin Meador
Activity: Staff Meeting

Aug 1, 2008: Copy fliers for GIFTSS night
Person: Kathy Buck
Activity: Home Visits

Aug 1, 2008: Make fliers for GIFTSS night
Person: Kathy Buck
Activity: Home Visits

Aug 1, 2008: Order all supplies needed for the year for GIFTSS nights
Person: Kathy Buck/John Sponsel
Activity: Preparing Supplies

Aug 10, 2008: Deliver GIFTSS fliers to students' homes
Person: John Sponsel, Kathy Buck, Whitney Miller
Activity: Home Visits

Sep , 2008: make list of grade1/2 ELL students to invite to literacy night
Person: Sarah Harbert
Activity: Call Parents

Sep , 2008: record homework data collected by 3 Special Needs teachers
Person: Christin Meador
Activity: Collect baseline data

Sep , 2008: contact local restaurant and order food for dinner at GIFTSS night
Person: Kathy Buck
Activity: Dinner

Sep , 2008: copy fliers for invitations for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Sep , 2008: copy fliers for invitations to literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Sep , 2008: distribute fliers for literacy night
Person: Sarah Habert
Activity: Implementing Hispanic Literacy Night

Sep , 2008: distribute invitation fliers for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Sep , 2008: make fliers for invitations for literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Implementing Hispanic Literacy Night

Sep , 2008: make fliers for invitations to literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

- Sep , 2008:** remind staff to send home fliers about literacy night during staff meeting
Person: Sarah Harbert
Activity: Informing Staff
- Sep , 2008:** copy monthly invitations for each classroom every month of the school year for Parent Readers to sign up
Person: Christin Meador
Activity: Monthly Parent Reader Invitations
- Sep , 2008:** create parent reader invitation for each month of the school year
Person: Christin Meador
Activity: Monthly Parent Reader Invitations
- Sep , 2008:** Distribute parent reader invitations monthly to each classroom
Person: Christin Meador
Activity: Monthly Parent Reader Invitations
- Sep , 2008:** design instruction for literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Preparing for Literacy Night
- Sep , 2008:** design instruction for literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Preparing for Literacy Night
- Sep , 2008:** make handouts for parents to give on literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night
- Sep , 2008:** make list of grade1/2 ELL students to invite to litearcy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night
- Sep , 2008:** make list of grades 3-5 ELL students to invite to literacy night
Person: Sarah Habert
Activity: Preparing for Literacy Night
- Sep , 2008:** reserve computer for LGI room for literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night
- Sep , 2008:** reserve computer for LGI room to use on literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night
- Sep , 2008:** reserve the LGI room for literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night
- Sep , 2008:** reserve the LGI room for literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night
- Sep 3, 2008:** provide a parent reader reminder in the school bulletin for parents to participate in this strategy
Person: Secretary
Activity: Parent Help
- Sep 3, 2008:** Provide monthly parent reader email reminders for teachers to send parent reader invitations home with students
Person: Christin Meador
Activity: Teacher Help

- Oct , 2008:** call Hispanic parents inviting them to the literacy night
Person: Sarah Harbert
Activity: Call Parents
- Oct , 2008:** make phone calls to families inviting them to literacy night
Person: Sarah Harbert
Activity: Call Parents
- Oct , 2008:** send out connect ed message to hispanic families in Spanish to remind them of literacy night
Person: Sarah Habert
Activity: Call Parents
- Oct , 2008:** week of event - plan delivery time for dinner at GIFTSS night
Person: Kathy Buck
Activity: Dinner
- Oct , 2008:** sing up staff to assist with GIFTSS event
Person: Kathy Buck/John Sponzel
Activity: Final Preparation
- Oct , 2008:** Week of event - Phone calls and written reminder to all students invited to attend GIFTSS night
Person: Kathy Buck/John Sponzel
Activity: Final Preparation
- Oct , 2008:** copy reminder fliers for litearcy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night
- Oct , 2008:** copy reminder fliers for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night
- Oct , 2008:** distribute reminder fliers for literacy
Person: Sarah Habert
Activity: Implementing Hispanic Literacy Night
- Oct , 2008:** distribute reminder fliers for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night
- Oct , 2008:** make reminder fliers for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night
- Oct , 2008:** make reminder fliers for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night
- Oct , 2008:** Week of GIFTSS event - phone call and written reminder
Person: Kathy Buck/John Sponzel
Activity: Parent Participation
- Oct , 2008:** Plan activities for groups on GIFTSS night
Person: John Sponzel
Activity: Prepare Activities for Child Care/School Age Groups
- Oct , 2008:** week of GIFTSS event inform scheduled staff members what the plans for the evening will be
Person: John Sponzel
Activity: Prepare Activities for Child Care/School Age Groups

- Oct , 2008:** copy handouts for literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night
- Oct , 2008:** copy handouts for parents for literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night
- Oct , 2008:** make handouts for parents for litearcy night
Person: Sarah Habert
Activity: Preparing for Literacy Night
- Oct , 2008:** remind staff to send home literacy night fliers during staff meeting
Person: Sarah Harbert
Activity: Presentation of Strategy
- Oct , 2008:** present material for literacy night
Person: Sarah Harbert
Activity: Presenting Literacy Night
- Oct , 2008:** present material to Hispanic parents on literacy night
Person: Sarah Harbert
Activity: Presenting Literacy Night
- Oct , 2008:** print off sign in sheet for parents to sign on literacy night
Person: Sarah Harbert
Activity: Presenting Literacy Night
- Oct , 2008:** print off sign in sheet for parents to sign on literacy night
Person: Sarah Harbert
Activity: Presenting Literacy Night
- Oct 1, 2008:** Copy fliers for GIFTSS night
Person: Kathy Buck
Activity: Home Visits
- Oct 1, 2008:** Make fliers for GIFTSS night
Person: John Sponzel
Activity: Home Visits
- Oct 1, 2008:** Fill GIFTSS tool kits for students
Person: Kathy Buck/John Sponzel
Activity: Preparing Supplies
- Oct 3, 2008:** provide a parent reader reminder in the school bulletin for parents to participate in this strategy
Person: Secretary
Activity: Parent Help
- Oct 3, 2008:** Provide monthly parent reader email reminders for teachers to send parent reader invitations home with students
Person: Christin Meador
Activity: Teacher Help
- Nov , 2008:** poll students to ask if parents are helping with reading at home
Person: Sarah Harbert
Activity: Collect first semester/trimester follow up data
- Nov 3, 2008:** provide a parent reader reminder in the school bulletin for parents to participate in this strategy
Person: Secretary
Activity: Parent Help

Nov 3, 2008: Provide monthly parent reader email reminders for teachers to send parent reader invitations home with students
Person: Christin Meador
Activity: Teacher Help

Dec , 2008: contact local restaurant and order food for dinner at GIFTSS night
Person: Kathy Buck
Activity: Dinner

Dec 3, 2008: provide a parent reader reminder in the school bulletin for parents to participate in this strategy
Person: Secretary
Activity: Parent Help

Dec 3, 2008: Provide monthly parent reader email reminders for teachers to send parent reader invitations home with students
Person: Christin Meador
Activity: Teacher Help

Dec 20, 2008: poll students to ask if parents are helping with reading at home
Person: Sarah Harbert
Activity: Collect first semester/trimester follow up data

Dec 20, 2008: record homework data collected by the 3 special needs teachers
Person: Christin Meador
Activity: Collect first semester/trimester follow up data

Dec 20, 2008: survey staff asking how many parents participated in their classroom in some way during the first semester of the 08-09 school year
Person: Christin Meador
Activity: Collect first semester/trimester follow up data

Jan , 2009: week of event - plan delivery time for dinner at GIFTSS night
Person: Kathy Buck
Activity: Dinner

Jan , 2009: sign up staff to assist with GIFTSS event
Person: Kathy Buck/John Sponsel
Activity: Final Preparation

Jan , 2009: week of event - phone call and written reminder to all students invited to attend GIFTSS night
Person: Kathy Buck/John Sponsel
Activity: Final Preparation

Jan , 2009: copy fliers for invitations for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Jan , 2009: make fliers for invitations for literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Implementing Hispanic Literacy Night

Jan , 2009: week of GIFTSS event - phone call and written reminder to all students invited
Person: Kathy Buck/John Sponsel
Activity: Parent Participation

Jan , 2009: set dates for spring conferences
Person: Christin Meador
Activity: Preparation

Jan , 2009: plan activities for groups on GIFTSS night
Person: John Sponsel
Activity: Prepare Activities for Child Care/School Age Groups

Jan , 2009: week of GIFTSS event inform scheduled staff members what the plans for the evening will be
Person: John Sponsel
Activity: Prepare Activities for Child Care/School Age Groups

Jan , 2009: design instruction for literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Preparing for Literacy Night

Jan , 2009: design instruction for literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Preparing for Literacy Night

Jan , 2009: make handouts for parents for literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Preparing for Literacy Night

Jan , 2009: make handouts for parents to give on literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night

Jan , 2009: reserve computer for LGI room for litearcy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night

Jan , 2009: reserve computer for LGI room to use on literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night

Jan , 2009: reserve LGI room for literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night

Jan , 2009: reserve the LGI room for literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night

Jan 3, 2009: Copy fliers for GIFTSS night
Person: Kathy Buck
Activity: Home Visits

Jan 3, 2009: Make fliers for GIFTSS night
Person: John Sponsel
Activity: Home Visits

Jan 3, 2009: provide a parent reader reminder in the school bulletin for parents to participate in this strategy
Person: Secretary
Activity: Parent Help

Jan 3, 2009: Provide monthly parent reader email reminders for teachers to send parent reader invitations home with students
Person: Christin Meador
Activity: Teacher Help

Jan 4, 2009: Fill GIFTSS tool kits for students
Person: Kathy Buck/John Sponsel
Activity: Preparing Supplies

Feb , 2009: call parents inviting them to the literacy night
Person: Sarah Harbert
Activity: Call Parents

Feb , 2009: contact local restaurant and order food for dinner at GIFTSS night
Person: Kathy Buck
Activity: Dinner

Feb , 2009: copy fliers for invitations to literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Feb , 2009: copy reminder fliers for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Feb , 2009: distribute fliers for literacy night
Person: Sarah Habert
Activity: Implementing Hispanic Literacy Night

Feb , 2009: distribute reminder fliers for literacy night
Person: Sarah Harbert
Activity: Implementing Hispanic Literacy Night

Feb , 2009: make fliers for invitations to literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Implementing Hispanic Literacy Night

Feb , 2009: make reminder fliers for literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Implementing Hispanic Literacy Night

Feb , 2009: make reminder fliers for literacy night
Person: Sarah Harbert/Lora Hansell
Activity: Implementing Hispanic Literacy Night

Feb , 2009: remind staff to send home fliers about literacy night during staff meeting
Person: Sarah Habert
Activity: Informing Staff

Feb , 2009: copy handouts for parents for literacy night
Person: Sarah Harbert
Activity: Preparing for Literacy Night

Feb , 2009: remind staff to send home literacy night fliers during staff meeting
Person: Sarah Habert
Activity: Presentation of Strategy

Feb , 2009: remind teachers of spring conferences and present details about how the conferences will be conducted
Person: Christin Meador
Activity: Presentation of Strategy

Feb , 2009: present material to Hispanic parents on literacy night
Person: Sarah Habert
Activity: Presenting Literacy Night

Feb , 2009: present planned material for literacy night
Person: Sarah Harbert
Activity: Presenting Literacy Night

Feb , 2009: print off sign in sheet for parents to sign on literacy night
Person: Sarah Harbert
Activity: Presenting Literacy Night

Feb , 2009: inform teachers of upcoming spring conferences and explain how they will be executed
Person: Christin Meador
Activity: Teachers

Feb 3, 2009: provide a parent reader reminder in the school bulletin for parents to participate in this strategy
Person: Secretary
Activity: Parent Help

Feb 3, 2009: Provide monthly parent reader email reminders for teachers to send parent reader invitations home with students
Person: Christin Meador
Activity: Teacher Help

Mar , 2009: parents will choose the date and time of spring conference
Person: All Staff
Activity: All Parents

Mar , 2009: poll students to ask if parents are helping with reading at home
Person: Sarah Harbert
Activity: Collect final semester/trimester follow up data

Mar , 2009: week of event - plan delivery time of food for dinner at GIFTSS night
Person: Kathy Buck
Activity: Dinner

Mar , 2009: spring conference forms will be sent home in Spanish
Person: Sarah Harbert
Activity: ELL Parents

Mar , 2009: sign up staff to assist with GIFTSS event
Person: Kathy Buck/John Sponsel
Activity: Final Preparation

Mar , 2009: week of event - phone call and written reminder to all students invited to attend GIFTSS night
Person: Kathy Buck/John Sponsel
Activity: Final Preparation

Mar , 2009: Week of GIFTSS event - Phone calls and written reminder to all students invited
Person: Kathy Buck, John Sponsel, Whitney Miller
Activity: Parent Participation

Mar , 2009: place spring conference forms in teacher mailboxes
Person: Christin Meador
Activity: Preparation

Mar , 2009: plan activities for groups on GIFTSS night
Person: John Sponsel
Activity: Prepare Activities for Child Care/School Age Groups

Mar , 2009: week of GIFTSS event inform scheduled staff members what the plans for the evening will be
Person: John Sponsel
Activity: Prepare Activities for Child Care/School Age Groups

Mar , 2009: create survey for parents to complete after spring conference
Person: Christin Meador
Activity: Spring Conferences

Mar 1, 2009: create spring conference survey for parents to complete after conferences
Person: Christin Meador
Activity: Collect final semester/trimester follow up data

- Mar 1, 2009:** Copy fliers for GIFTSS night
Person: Kathy Buck
Activity: Home Visits
- Mar 1, 2009:** Make fliers for GIFTSS night
Person: John Sponsel
Activity: Home Visits
- Mar 1, 2009:** Fill GIFTSS tool kits for students
Person: John Sponsel/Kathy Buck
Activity: Preparing Supplies
- Mar 3, 2009:** provide a parent reader reminder in the school bulletin for parents to participate in this strategy
Person: Secretary
Activity: Parent Help
- Mar 3, 2009:** Provide monthly parent reader email reminders for teachers to send parent reader invitations home with students
Person: Christin Meador
Activity: Teacher Help
- Mar 29, 2009:** poll students to ask if parents are helping with reading at home
Person: Sarah Harbert
Activity: Collect final semester/trimester follow up data
- Apr , 2009:** connect ed phone call will be made to remind parents of spring conferences
Person: Alisha Ramsey
Activity: All Parents
- Apr , 2009:** spring conference reminder letters will be sent home
Person: All staff
Activity: All Parents
- Apr , 2009:** copy and hand out spring conference surveys to teachers to give to parents after conferences
Person: Christin Meador
Activity: Collect final semester/trimester follow up data
- Apr , 2009:** contact local restaurant and order food for dinner at GIFTSS night
Person: Kathy Buck
Activity: Dinner
- Apr , 2009:** connect ed phone call be be in Spanish about spring conference
Person: Sarah Harbert
Activity: ELL Parents
- Apr , 2009:** translators will be provided during spring conference time
Person: Sarah Habert
Activity: ELL Parents
- Apr , 2009:** copy spring conference forms
Person: Christin Meador
Activity: Preparation
- Apr , 2009:** connect ed phone call will be sent out to all Clinton Young families reminding them of spring conferences
Person: Alisha Ramsey
Activity: Publicity
- Apr , 2009:** reminder phone call or letter will be made to remind parents of their scheduled spring conference day and time
Person: All Staff
Activity: Publicity

- Apr , 2009:** spring conference reminder notice will be posted in the school bulletin
Person: Secretary
Activity: Publicity
- Apr , 2009:** spring conference sign will be posted at front of the building to remind parents of spring conferences
Person: Christin Meador
Activity: Publicity
- Apr , 2009:** parents will be given a survey at the end of their spring conference to complete and return
Person: All staff
Activity: Spring Conferences
- Apr , 2009:** spring conferences held after school hours, before school hours, during teacher prep periods
Person: All staff
Activity: Spring Conferences
- Apr , 2009:** spring conferences will allow teachers to discuss retention if needed
Person: All staff
Activity: Teachers
- Apr , 2009:** spring conferences will be on an as needed basis and are not required for all students
Person: All Staff
Activity: Teachers
- Apr 3, 2009:** provide a parent reader reminder in the school bulletin for parents to participate in this strategy
Person: Secretary
Activity: Parent Help
- Apr 3, 2009:** Provide monthly parent reader email reminders for teachers to send parent reader invitations home with students
Person: Christin Meador
Activity: Teacher Help
- May , 2009:** week of event - plan delivery time for food at GIFTSS night
Person: Kathy Buck
Activity: Dinner
- May , 2009:** sign up staff to assist with GIFTSS event
Person: Kathy Buck/John Sponsel
Activity: Final Preparation
- May , 2009:** week of event - phone call and written reminder to all students invited to attend GIFTSS event
Person: Kathy Buck/John Sponsel
Activity: Final Preparation
- May , 2009:** Week of GIFTSS event - Phone calls and written reminder to all students invited
Person: Kathy Buck, John Sponsel, Whitney Miller
Activity: Parent Participation
- May , 2009:** plan activities for groups on GIFTSS night
Person: John Sponsel
Activity: Prepare Activities for Child Care/School Age Groups
- May , 2009:** week of GIFTSS event inform scheduled staff members what the plans for the evening will be
Person: John Sponsel
Activity: Prepare Activities for Child Care/School Age Groups
- May 1, 2009:** tally results from returned spring conference surveys and give results to Christin Meador
Person: All staff
Activity: Collect final semester/trimester follow up data

May 1, 2009: Copy fliers for GIFTSS night

Person: Kathy Buck

Activity: Home Visits

May 1, 2009: Make fliers for GIFTSS night

Person: John Sponsel

Activity: Home Visits

May 1, 2009: Fill GIFTSS tool kits for students

Person: John Sponsel/Kathy Buck

Activity: Preparing Supplies

May 3, 2009: provide a parent reader reminder in the school bulletin for parents to participate in this strategy

Person: Secretary

Activity: Parent Help

May 3, 2009: Provide monthly parent reader email reminders for teachers to send parent reader invitations home with students

Person: Christin Meador

Activity: Teacher Help

May 20, 2009: survey staff asking how many parents participated in their classroom in some way during the 08-09 school year

Person: Christin Meador

Activity: Collect final semester/trimester follow up data

Aug , 2009: poll students to ask if parents are helping with reading at home

Person: Ms. Harbert

Activity: Collect baseline data

Targeted Assistance

May 1, 2008: send email to teachers asking how many teachers have a specific reading plan for targeted group of free and reduced lunch students

Person: Carol Kortepeter

Activity: Collect baseline data

May 1, 2008: Survey teachers to count how many teachers have a specific Reading plan for targeted group of students

Person: Ruth Turner/Carol Kortepeter

Activity: Collect baseline data

May 5, 2008: Count or tally the number of teachers who have a specific Reading plan for targeted group of free and reduced lunch students

Person: Carol Kortepeter

Activity: Collect baseline data

May 20, 2008: Schedule a presenter to inform staff of differentiated instruction

Person: Carol Kortepeter

Activity: Differentiated Instruction Training

May 20, 2008: Schedule date to have training

Person: Ruth Turner

Activity: Differentiated Instruction Training

Aug 10, 2008: Inform staff that leadership team will work with data to identify students that qualify for the remediation period

Person: Ruth Turner/Carol Kortepeter

Activity: Inform staff of Strategy Plan

Aug 10, 2008: Inform teachers of what staff members are available to provide assistance when necessary

Person: Carol Kortepeter

Activity: Inform staff of Strategy Plan

- Aug 10, 2008:** Inform teachers that professional development will be provided for training in differentiated instruction
Person: Carol Kortepeter
Activity: Inform staff of Strategy Plan
- Aug 10, 2008:** Inform teachers what their responsibility will be
Person: Ruth Turner
Activity: Inform staff of Strategy Plan
- Aug 10, 2008:** Present strategy and steps in a staff meeting
Person: Ruth Turner
Activity: Inform staff of Strategy Plan
- Aug 10, 2008:** Show previous year's ISTEP data to demonstrate why free and reduced lunch breakout group was selected
Person: Carol Kortepeter
Activity: Inform staff of Strategy Plan
- Aug 15, 2008:** Prepare any handouts of materials required for training
Person: Ruth Turner
Activity: Differentiated Instruction Training
- Aug 15, 2008:** Provide notification to staff of professional development training
Person: Carol Kortepeter
Activity: Differentiated Instruction Training
- Aug 15, 2008:** Gather ISTEP data
Person: Ruth Turner
Activity: Identification of students in Free and Reduced lunch breakout group who failed ISTEP and have low Tu
- Aug 15, 2008:** Gather Tungsten Benchmark data
Person: Carol Kortepeter
Activity: Identification of students in Free and Reduced lunch breakout group who failed ISTEP and have low Tu
- Aug 15, 2008:** Schedule quarterly meetings with grade levels to discuss identified student's progress
Person: Ruth Turner
Activity: Quarterly meetings to make adjustments for flexible remediation grouping
- Aug 25, 2008:** Identify students who failed ISTEP and have low Tungsten Benchmark scores
Person: Ruth Turner/Carol Kortepeter
Activity: Identification of students in Free and Reduced lunch breakout group who failed ISTEP and have low Tu
- Aug 25, 2008:** Collect reading level of identified students in free and reduced lunch breakout group
Person: Ruth Turner
Activity: Set up Redmediation Schedule
- Aug 25, 2008:** Gather grade level master schedules
Person: Carol Kortepeter
Activity: Set up Redmediation Schedule
- Aug 25, 2008:** Identify classrooms targeted students are assigned to
Person: Ruth Turner
Activity: Set up Redmediation Schedule
- Aug 26, 2008:** Create a remediation schedule that fits into the grade level's current master schedule
Person: Ruth Turner/Carol Kortepeter
Activity: Set up Redmediation Schedule
- Sep 1, 2008:** Inform teachers of the students in their class that are identified
Person: Ruth Turner
Activity: Identification of students in Free and Reduced lunch breakout group who failed ISTEP and have low Tu

- Oct 1, 2008:** Collect identified student's Tungsten Benchmark results prior to quarterly meeting
Person: Carol Kortepeter
Activity: Quarterly meetings to make adjustments for flexible remediation grouping
- Oct 1, 2008:** Make adjustments to remediation groups according to data collected and progress made
Person: Ruth Turner/Carol Kortepeter
Activity: Quarterly meetings to make adjustments for flexible remediation grouping
- Dec 1, 2008:** send email to teachers asking how many teachers have a specific reading plan for targeted group of free and reduced lunch students
Person: Carol Kortepeter
Activity: Collect first semester/trimester follow up data
- Dec 1, 2008:** Survey teachers to count how many teachers have a specific Reading plan for targeted group of students
Person: Ruth Turner/Carol Kortepeter
Activity: Collect first semester/trimester follow up data
- Dec 3, 2008:** Collect identified student's Tungsten Benchmark results prior to quarterly meeting
Person: Carol Kortepeter
Activity: Quarterly meetings to make adjustments for flexible remediation grouping
- Dec 3, 2008:** Make adjustments to remediation groups according to data collected and progress made
Person: Ruth Turner/Carol Kortepeter
Activity: Quarterly meetings to make adjustments for flexible remediation grouping
- Dec 5, 2008:** Count or tally the number of teachers who have a specific Reading plan for targeted group of free and reduced lunch students
Person: Carol Kortepeter
Activity: Collect first semester/trimester follow up data
- Feb 25, 2009:** Collect identified student's Tungsten Benchmark results prior to quarterly meeting
Person: Carol Kortepeter
Activity: Quarterly meetings to make adjustments for flexible remediation grouping
- Feb 25, 2009:** Make adjustments to remediation groups according to data collected and progress made
Person: Ruth Turner/Carol Kortepeter
Activity: Quarterly meetings to make adjustments for flexible remediation grouping
- Apr 8, 2009:** Collect identified student's Tungsten Benchmark results prior to quarterly meeting
Person: Carol Kortepeter
Activity: Quarterly meetings to make adjustments for flexible remediation grouping
- Apr 8, 2009:** Make adjustments to remediation groups according to data collected and progress made
Person: Ruth Turner/Carol Kortepeter
Activity: Quarterly meetings to make adjustments for flexible remediation grouping
- May 1, 2009:** Count or tally the number of teachers who have a specific Reading plan for targeted group of free and reduced lunch students
Person: Carol Kortepeter
Activity: Collect final semester/trimester follow up data
- May 1, 2009:** send email to teachers asking how many teachers have a specific reading plan for targeted group of free and reduced lunch students
Person: Carol Kortepeter
Activity: Collect final semester/trimester follow up data
- May 1, 2009:** Survey teachers to count how many teachers have a specific Reading plan for targeted group of students
Person: Ruth Turner/Carol Kortepeter
Activity: Collect final semester/trimester follow up data

Teacher Mentoring Program

May , 2005: compile survey results

Person: Danna O'Hare

Activity: Collect final semester/trimester follow up data

May , 2008: survey staff members asking how many have a current organizational tool in place

Person: Danna O'Hare

Activity: Collect baseline data

May , 2008: list of recommended students will be compiled

Person: Danna O'Hare

Activity: Compiling TASK list of students

May , 2008: teachers recommend two students from their current class to be part of TASK list

Person: All teachers

Activity: Compiling TASK list of students

Aug , 2008: explain difference between go to guide and teacher's handbook

Person: Danna O'Hare

Activity: "Show and Tell" staff about the Go To Guide

Aug , 2008: explain go to guide as an organizational tool

Person: Danna O'Hare

Activity: "Show and Tell" staff about the Go To Guide

Aug , 2008: present strategy of go to guide to staff

Person: Danna O'Hare

Activity: "Show and Tell" staff about the Go To Guide

Aug , 2008: stored by phone for easy access to procedures, schedules, and emergency information

Person: Danna O'Hare

Activity: "Show and Tell" staff about the Go To Guide

Aug , 2008: surveys allow staff to give their suggestions of information to be included in binder

Person: Danna O'Hare

Activity: "Show and Tell" staff about the Go To Guide

Aug , 2008: email survey question to staff members

Person: Danna O'Hare

Activity: Collect baseline data

Aug , 2008: survey teachers asking their opinion of how effective the program is to students in need

Person: Danna O'Hare

Activity: Collect baseline data

Aug , 2008: Brainstorm a list of suggested ideas on how to make contact with student 2 times a week

Person: All teachers

Activity: Making contact with TASK student

Aug , 2008: Ideas from another school with similar strategy will be shared

Person: Ruth Turner

Activity: Making contact with TASK student

Aug , 2008: Teachers share approaches that have worked well in the past

Person: All teachers

Activity: Making contact with TASK student

Aug , 2008: Teachers will meet with their student a minimum of 2 times a week throughout entire 2008-2009 school year

Person: All teachers

Activity: Mentoring of TASK students

Aug , 2008: Discuss results from a school who has previously implemented a similar strategy
Person: Ruth Turner
Activity: Presentation of Strategy

Aug , 2008: give example of how to fit meetings with adopted student in busy schedules
Person: Danna O'Hare
Activity: Presentation of Strategy

Aug , 2008: present details of strategy to staff
Person: Danna O'Hare
Activity: Presentation of Strategy

Aug , 2008: list of compiled students broken into grade levels
Person: Danna O'Hare
Activity: Selection of TASK students

Aug , 2008: present strategy to staff members and its benefits
Person: Danna O'Hare
Activity: Selection of TASK students

Aug , 2008: Teachers will select at least one student to be a mentor to
Person: All teachers
Activity: Selection of TASK students

Aug , 2008: copy survey to give to teachers
Person: Danna O'Hare
Activity: Survey teachers to determine book components

Aug , 2008: develop survey instrument
Person: Danna O'Hare
Activity: Survey teachers to determine book components

Aug , 2008: distribute survey to teachers
Person: Danna O'Hare
Activity: Survey teachers to determine book components

Aug , 2008: tally survey results
Person: Danna O'Hare
Activity: Survey teachers to determine book components

Sep , 2008: contact appropriate staff members to obtain information needed for requested sections of binder
Person: Danna O'Hare
Activity: Collect Binder Materials

Sep , 2008: copy and hole punch information for requested sections of binder
Person: Danna O'Hare
Activity: Collect Binder Materials

Sep , 2008: distribute information to staff to place into binders
Person: Danna O'Hare
Activity: Collect Binder Materials

Sep , 2008: all teachers will be given a go to guide binder
Person: Danna O'Hare
Activity: Explain how to use Go To Guide as an organizational tool

Sep , 2008: each section of binder will be explained and questions/concerns addressed
Person: Danna O'Hare
Activity: Explain how to use Go To Guide as an organizational tool

Sep , 2008: update TASK list every month to add new students or remove students who have moved
Person: Danna O'Hare
Activity: Mentoring of TASK students

Sep , 2008: contact appropriate staff members to obtain information needed for sections staff would like to have access to in binder
Person: Danna O'Hare
Activity: Survey teachers to determine book components

Sep , 2008: share survey results with staff
Person: Danna O'Hare
Activity: Survey teachers to determine book components

Sep 4, 2008: monthly grade level meetings with administration to explain and review each tabbed section of binder
Person: Danna O'Hare/Alisha Ramsey
Activity: Monthly grade level meeting to explain tabbed sections in binder

Oct 4, 2008: monthly grade level meetings with administration to explain and review each tabbed section of binder
Person: Danna O'Hare/Alisha Ramsey
Activity: Monthly grade level meeting to explain tabbed sections in binder

Nov 4, 2008: monthly grade level meetings with administration to explain and review each tabbed section of binder
Person: Danna O'Hare/Alisha Ramsey
Activity: Monthly grade level meeting to explain tabbed sections in binder

Dec , 2008: compile survey results
Person: Danna O'Hare
Activity: Collect first semester/trimester follow up data

Dec , 2008: email survey question to staff members
Person: Danna O'Hare
Activity: Collect first semester/trimester follow up data

Dec 4, 2008: monthly grade level meetings with administration to explain and review each tabbed section of binder
Person: Danna O'Hare/Alisha Ramsey
Activity: Monthly grade level meeting to explain tabbed sections in binder

Dec 20, 2008: survey staff asking if they use the go to guide binder as an effective organizational tool
Person: Danna O'Hare
Activity: Collect first semester/trimester follow up data

Dec 20, 2008: survey teachers asking how many times a week they made contact with their TASK student
Person: Danna O'Hare
Activity: Collect first semester/trimester follow up data

Jan 4, 2009: monthly grade level meetings with administration to explain and review each tabbed section of binder
Person: Danna O'Hare/Alisha Ramsey
Activity: Monthly grade level meeting to explain tabbed sections in binder

Feb 4, 2009: monthly grade level meetings with administration to explain and review each tabbed section of binder
Person: Danna O'Hare/Alisha Ramsey
Activity: Monthly grade level meeting to explain tabbed sections in binder

Mar 4, 2009: monthly grade level meetings with administration to explain and review each tabbed section of binder
Person: Danna O'Hare/Alisha Ramsey
Activity: Monthly grade level meeting to explain tabbed sections in binder

Apr 4, 2009: monthly grade level meetings with administration to explain and review each tabbed section of binder
Person: Danna O'Hare/Alisha Ramsey
Activity: Monthly grade level meeting to explain tabbed sections in binder

May , 2009: email survey question to staff members

Person: Danna O'Hare

Activity: Collect final semester/trimester follow up data

May 4, 2009: monthly grade level meetings with administration to explain and review each tabbed section of binder

Person: Danna O'Hare/Alisha Ramsey

Activity: Monthly grade level meeting to explain tabbed sections in binder

May 20, 2009: survey staff asking if they use the go to guide as an effective organizational tool

Person: Danna O'Hare

Activity: Collect final semester/trimester follow up data

May 20, 2009: survey teachers asking how many times each week they made contact with their TASK student

Person: Danna O'Hare

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

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