

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

**June 6, 2008 11:21:18**

## **Abraham Lincoln Elem Sch (5337)**

**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

Abraham Lincoln 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
- NCA
- 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-Making**

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

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

## **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

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

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

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

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Stephanie Bateman - Teacher
- Vicki Cameron - Teacher
- Lou Carter - Community
- Pam Contreras - Parent/Guardian
- Susan Davis - Teacher
- Karen DeJong - Teacher
- Kristy Osborn - Teacher
- Whitney Wilkowski - Administrator

## Strategy Chairs

- Vicki Cameron
- Karen DeJong
- Laura Gridley
- Arthur Hinton
- Kathy Lapkovitch
- Kristy Osborn
- Sarah Phillips
- Keary Rininger
- Kim Tiede
- Ruth Turner
- Whitney Wilkowski

## Community Council

- Susan Alexander - Teacher
- Haithan Alkhateeb - College Math Professor
- Lewis Carter - Parent/Businessman
- Patricia Coons - Parent/Businesswoman
- Pam Dunblaizer - Teachers Assistant
- Jamie Garcia - Parent
- Arthur Hinton - teacher
- Pat Hurley - Parent
- Beverly Peoples - Home School Advisor
- Kathy Peterson - Parent
- Keary Rininger - Principal
- Susan Spencer - Teacher
- Corrie Steed - Teacher
- Beverly Trimbur - teacher
- Christen Tuley - Parent
- Tammy Worley - Parent

# Vision Statement

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

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

C= Community T= Teachers S= Students

Guidance â C- Positive role models that provide structure, support, and high expectations. T- Better role models that teach tough love and offer guidance and mentoring. S- Nice teachers that love teaching kids.

Curriculum Content â C- Challenging, projects, a content that prepared kids for ISTEP, and standard based curriculum. T â Challenging curriculum that is standard driven and relevant to the real world. S â More projects in all subjects especially Science, Instruction â C â Teachers that teach to all learning styles teaching to instructions mandates. T â Individualized instruction for all leaning styles (Blooms Taxonomy), through smaller groups and more adult aide. S â Group and partner work and stations. (Want to work together rather than alone at a desk.) Individualized.

Assessment â C â Fair, relate to instruction, use assessment to guide instruction. T â Meaningful assessments that are formal and informal. Also, fairly graded. i.e. rubrics. S â Offer extra credit.

Extra Time/Help C â Before and after school opportunities. Homework hotline offered to make it easier for parents to help and connect. T â Extra time/help before and after school help where one-on-one instruction is a priority. During the school day smaller class sizes to allow required material to be covered. S â After school tutoring for all grade levels. Extra help with new math strategies. People to call for homework help.

School Policy â C â Consistent with discipline problems with a policy that is enforced. T â Uniforms, consistent with discipline policies and educational expectations school wide. Higher attendance expectations from students and parents. S â All kids should do their work. Be quiet when itâs quiet time.

Behavior Management - C â Consistent expectations, follow through, uniforms. Teach behavior as part of the curriculum with a firm discipline policy. T â Consistent school policy where rules, attendance and dress codes are strictly enforced. S - A peaceful environment, a safe place, and a discipline plan for kids who talk back. A chance for students to offer their opinions and feelings in a comment box.

Student Assistance â C â Aides working in classroom fulltime, parent volunteers, more peer tutoring. T â Differentiated instruction, smaller class size, individualized instruction. Study hall offered for students with a trained adult. S â Only small classes, more teachers, more clubs for all kids.

Parent Involvement â C â Partnerships, the right to disagree, more opportunities for parents to get involved, helpful hint corner in newsletter. T â Parent involvement through a revitalized PTA. More positive phone calls and mailings. An opportunity to help parents learn how to help their children at home. S â Help with homework, supplies provided when needed,

Community Involvement â C â Career fair, community vendors to donate funds/awards for outstanding student achievement. T â Involve the community by inviting business for career fairs and providing the school with donations to increase awareness. S â Student clubs.

Parent Expectations â C â All children should be treated the same. Parents want the teachers to expect the best from their children and have good communication. Students should have goals and be life long learners. T â Expectations of parents include health and dental care, and providing a time and place for homework. Parents should also have high expectations for their students and support the schools expectations as well. S â Parents will help with homework.

Community Expectations â C â More positive outlook and public education. Better funding for schools. Successful students who help in the community. A voice to show support for schools. T â Expectations for the community should be high and positive. They should be aware of our needs as a school and offer their aide and services when needed. S -

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

Asaptations and diversifictins for learning styles.

Core school, room and township rules.  
Consistency of classroom and building procedures.  
Consistency of the administration in the enforcement of policies and procedures.  
Making resources available.  
Parents and schools supporting as a team.  
Good communications between school, parents, and community.  
Model appropriate behavior.  
Positive encouragement.  
Consistency  
Collaborative with others.  
Engage students in learning  
Lifelong learning  
Appropriate dress.  
Respect shown to all colleagues and students.  
Refrain from negative conversation and gossip.  
Adheres to rules and procedures of school.  
Strong parent involvement  
acknowledge student progress  
consistent  
A positive attitude towards change  
Value of education.  
Require real world problem solving.

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

Developing love of learning.  
excited to be at school.  
willingness to work hard.  
good task orientation  
participate in all school activities.  
A "can do" attitude.  
respect for each other and the adults at the school.  
Always doing their best.  
care about school and want to be there.  
self starters.  
Positive attitudes and behaviors. Students believe in themselves.  
Hold themselves to high expectations.  
high motivation to learn.  
integrity  
mutual respect with everyone.  
Willingness to accept authority figures, and their own roles as students.

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

- % of students who master essential ISTEP skills: 100%
- % of students who are at or above grade level - reading: 100%
- % of students who are at or above grade level - math: 100%
- % of students who pass monthly Benchmarks: 100%
- % of students who passing all classess: 100%

- % of students who in grade K-1 on grade level in Dibels: 100%
- % of students who make the Dream Team: 100%

# Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	61	63	59.7	64	65.4	65		68		71		100

## 3rd Grade - Passing math algebra and Functions - ISTEP

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	
73.8	55.4	60.0	57	62.0	64	65.0		68.5		71.5		100

## 3rd Grade - Passing math computation - ISTEP

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	
73.2	51.2	53.2	54	55.2	61	57.2		64		67		100

## 3rd Grade - Passing math geometry -ISTEP

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	
72.7	55.4	57.4	54	56.4	60	61.4		63		66		100

## 3rd Grade - Passing math measurement - ISTEP

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	
73.9	55.4	57.4	57	59.4	62	61.4		65		68		100

**3rd Grade - Passing math number sense - ISTEP**

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	
71.9	55.4	57.4	55	57.4	57	61.4		65		68		100

**3rd Grade - Passing math problem solving - ISTEP**

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	
73.8	54.5	57.5	63	64	62	61.5		65		68		100

**3rd Grade Hispanic Passing Language Arts - ISTEP**

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	
	58		45		43	50		55		60		

**3rd Grade Hispanic Passing Math - ISTEP**

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	
	42		18		43	50		55		60		

**4th Grade - Passing Math Algebra & Functions - ISTEP**

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	
76.2	63.6	65.6	60	67.6	62	70.0		73		76		100

**4th Grade - Passing Math Computation - ISTEP**

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	
76.2	63.6	65.6	62	67.6	64	69.6		73		76		100

**4th Grade - Passing Math Geometry - ISTEP**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75.6	65.5	67.5	60	69.5	62	71.5		75		80		100

**4th Grade - Passing Math Measurement - ISTEP**

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	
76.1	60.9	62.9	62	64.9	58	66.9		70		75		100

**4th Grade - Passing Math Number Sense - ISTEP**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75.8	62.7	64.7	60	66.7	61	68.7		72		75		100

**4th Grade - Passing Math Problem Solving - ISTEP**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75.5	59.1	61.1	63	63.1	62	65.1		70		75		100

**4th Grade - Passing Reading Comprehension - ISTEP**

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	
76.2	60.0	62.0	65	64.0	67	66.0		70		75		100

**4th Grade - Passing Reading Language Conventions - ISTEP**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75.3	61.8	63.8	65	65.8	59	67.8		70		75		100

**4th Grade - Passing Reading Literary Response & Analysis - ISTEP**

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	
74.7	59.1	61.1	66	63.1	60	65.1		70		75		100

**4th Grade - Passing Reading Writing Applications - ISTEP**

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	
74.2	60.0	62.0	63	64.0	60	66.0		65		70		100

**4th Grade African Americans - Passing ISTEP Language**

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	
	55	65.67	47	65.67	30	72.54		50		60		100

**4th Grade African Americans - 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	
76	62	64.25	53	64.25	30	71.4		75		80		100

**4th Grade Hispanic Passing Language Arts - ISTEP**

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	
			57		14							

**4th Grade Hispanic Passing Math - ISTEP**

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	
			57		36							

**4th Grade Reading - Passing Reading vocabulary - ISTEP**

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	
74.0	60.9	62.9	59	64.9	61	66.9		70		75		100

**5th Grade African Americans - Passing Literary Response and Analysis - ISTEP**

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	
55.4	35.7	65.67	70	65.67	72	72.54		75		80		100

**5th Grade Hispanic Passing Language Arts - ISTEP**

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	
			33		36	40		45		50		

**5th Grade Hispanic Passing Math - ISTEP**

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	
			60		50	55		60		65		

**5th Grade Special Education students - Literary response and 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	
38.5	45.5	65.67	25	65.67	33	72.54		75		80		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: Math Computation**

Our data indicates that only 59% of our students are passing Math ISTEP.

### **Concern: Reading Comprehension**

Our data indicates that only 60% of our students are passing Reading ISTEP.

### **Concern: Character Builders**

Here's a quote from the Force Field Self Study on school wide discipline. "It seems our building does not always agree on how the discipline in our building should be handled. We need to work on a school wide, uniformed discipline plan that all agree on."

## 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

### **Achievement and Targeted Assistance: Assessment Wall**

All teachers will meet at the assessment wall on a biweekly basis to ensure students are able to meet grade level expectations. Students are referenced on index cards and are moved according to progress on assessment tools. Students who are not proficient will be recorded on data sheets and assigned a date for a team to meet and collaborate on a plan to help the child achieve. Grade level teachers with the special education personnel assigned to the grade, the ELL teacher assigned to the grade, and assistant principal responsible will meet weekly to discuss assessment data and progress monitoring. Special Education and ELL students who are not meeting expectations will have a special team problem solve to create an individual plan with a case manager to monitor data collection and further progress monitoring. These meetings are specifically designed to set goals, implement special strategies, monitor progress and update teams on special education and ELL student progress at each grade level in every classroom.

### **Character Builders**

Staff will work to create an environment conducive to learning by implementing the third year of the Chick-Fil-A Core Essentials Education Program. This program will build positive reinforcement of life skills. Monthly activities will focus on various character words to help build core essentials in students' daily lives. The staff will also consciously create a school-wide environment where positive procedures are set as expectations, practiced and praised. We will develop Don't Laugh At Me, a bully prevention program and continue professional development in cultural competency.

### **Math Computation**

Staff will work to improve computation skills and problem-solving of all students. A practice fact test that is aligned to grade level pacing and State Standards will be used to test student knowledge by the end of each week. A PowerPoint presentation will be created to be displayed on the school TV station that will help challenge students to solve problems during lunch and breakfast times in the cafeteria. Prizes will be awarded to each level of fact competency achieved. In addition, the intermediate grades will participate in math bowl activities and competitions within the building.

### **Reading Comprehension**

Throughout the school year staff will work to improve reading comprehension skills and literary responses for all students, particularly Hispanic and Special Education students. Using R.E.A.D. I.T. Home Reading Logs, monthly PD in teacher led professional book clubs and class lists of book titles read and time spent reading collectively, as well as, daily written responses to literature and quarterly ISTEP rubric assessments will develop appropriate skills.

## Required Strategies

### **A. Parent Involvement: Increasing Parent Involvement**

Staff will work to involve parents more in school activities. We will increase the use of the Blackboard/Time-based Notification System. In addition to the School Newsletter, each classroom will be expected to have a biweekly newsletter and also update their classroom web page each month. Teachers will be expected to call all families in their class for a positive report at least one time in each semester. Parents will be invited to attend monthly school events including during the summer. A special group of families will be chosen to participate in a monthly parent forum in partnership with some community agencies in order to increase their students' achievement and attendance rate.

### **B. Technology Coordination**

We have pc's in classrooms, 2 computer labs and 4 mobile laptop carts; all for student daily use. Our Kindergarten, 1st and 2nd graders practice beginning computer skills, as well as using software and the Web for reading and Math skills. The boys and girls also work on a program called Successmaker, which helps them learn Reading and Math at their own level. The 3rd, 4th and 5th grade students work daily on typing skills with a program called Keybo. (Keybo teaches basic typing skills, numbers,

upper and lower case letters and punctuation) . Students also work very hard to improve their writing skills with Microsoft programs as well as utilizing the Internet as an educational tool. Math Coach will work with students in grades 3-5 in the computer lab on a weekly basis. Extra focus will be on basic math facts, computation, and problem solving. Students will also participate in the SRI and Reading Counts program.

### **C. Safe and Disciplined Learning Environment**

Abraham Lincoln provides a safe and disciplined environment in the following ways: - High expectations of students' behavior on buses and at school. - Access to the school is restricted by locking all doors except the front doors. - All parents and visitors are required to sign-in/sign-out when entering/exiting the building. - Radios are used to communicate between administrators, custodians, and bus drives. - Each grade level has a radio to communicate with the front office or administrators while at recess, or if a need arises within the classroom/building. - McGruff Safety Program sponsored by the Marion County Sheriff Department. - Good Touch/Bad touch Program sponsored by the Marion County Sheriff Department. - Conflict Resolution training offered by our Home School Advisor and Assistant Principals regarding bullying issues. - Red Ribbon Week - Just Say No Club - Practice regular fire drills and tornado drills - Safety Crisis Team in place - Criminal history checks are mandated for all adults who work with our students. The Metropolitan School District of Perry Township's School Board has adopted an extensive policy related to school safety/discipline. The school system was one of the first districts to adopt its School Safety Emergency preparedness and and Crisis Intervention Plans. Each school has its own Safety/Crisis team. Two Perry Township staff members are state certified school safety specialists. They supervise, evaluate, plan drills, and report needs to township committees. The plan provides tools and procedures for communications with community agencies. Discipline in our school is addressed with support of adopted policy and guidelines. At the beginning of each school year, a copy of the policy, Students Rights and Responsibilities, is mailed to all students and parents and distributed to the staff. Sessions are held with students and staff to review the policy. District committees meet annually to review both safety and discipline policies. A complete copy of both Safety and Discipline policies is available in all buildings and at the township District Office, 6548 Orinoco Avenue.

### **D. Attendance**

Teachers will enforce daily attendance policies to increase attendance of free and reduced students. The school secretary will use the automated phone system to call the homes of the students who were not at school each day to verify that they are at home and ill. This will help remind parents the importance of daily attendance. Each grading period the grade levels will hold an "Attendance" Pep session to recognize the students who have had perfect attendance and classroom with the highest percentage of perfect attendance.

### **G1. Exceptional Learners - Gifted**

Extended learning activities will be in place for students who are in the cluster GT grouping. Differentiated instruction will be offered by the GT cluster classroom teacher for each of these students every grading period.

### **G2. Exceptional Learners - Special Education**

Support will be made available to each student depending upon their individual learning needs. Differentiated instruction will be offered by both the classroom teacher and the Special Education teacher for each of these students.

### **H. Cultural Competency: Bridge Builders**

Creating opportunities for individuals to dialogue about issues related to cultural differences is essential to the success of diversity education. It is also a vital piece in helping individuals in becoming culturally competent. The members of the Abraham Lincoln school community work to assure that all children are received and given the best possible education. Abraham Lincoln Elementary School is committed to creating an environment that respects and appreciates the differences that African Americans, Hispanic and Pacific Asian children and families contribute to the school as a whole. We have formed a team of staff members that will assist in helping to increase the capacity of all stakeholders involved in this process.

### **I. Focused Instruction / Curriculum: Remediation Strategies**

Classroom teachers and remediators will use Istep data and Indiana State Standards to drive daily remediation instruction for a designated 40 minutes for grade 3, 4, and 5 with hands-on activities. Students will be identified from given AYP groups. Special Education and the ELL and/or Hispanic groups are targeted. Both Math and Reading skills will be targeted on monthly calendars of scheduled lesson activities by standards.

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

100% Percent of Abraham Lincoln Elementary Staff is Highly Qualified. Support Staff have met the requirements for being Highly Qualified by taking and passing the Paraprofessional exam. (Test taken in March 2006) Some support staff have met requirements by having 60 college credit hours. All newly hired teachers are certified by license to teach in the area employed

and newly hired assistants have 60 college credit hours, or agree to pass the ParaPro exam.

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

The building principal and Perry Township Personal Director attend Teacher Career fairs at local colleges to promote Abraham Lincoln Elementary and screen candidates for teacher positions in the building.

#### **L. Early Childhood Assistance: Transition From Early Childhood**

S.U.R.E. Program (Send Us Ready for Education) Abraham Lincoln will invite incoming Kindergarten parents and their parents and their children to a program in the spring that is designed to welcome them to our school. During this evening program, the Kindergarten teachers explain the Kindergarten program, our school nurse explains and distributes information concerning immunization needs and childhood illness information, our Kindergarten Teacher Assistants meets with the incoming Kindergarten students to do an art and story activity in the Kindergarten classroom, transportation arranges to have a school bus available so that students can take a short ride around the school to familiarize them with the school bus and to go over school bus rules. This program, called the S.U.R.E. program, is advertised in the paper, in newsletters, is distributed to preschools, and invitations are sent to any family who has enrolled a kindergarten student for the following year.

#### **M. Assessment Results to Parents**

InSAI Steering committee will present ISTEP/CTBS results to parents during an evening meeting. This will be a question/answer forum for parents/guardians to better grasp how their child/children are performing in school.

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

We will continue to distribute the Parent Involvement policy to parents by means of the school newsletter, student handbook, and the annual meeting. A copy of the School Parent Compact and written notice concerning the school's identification as a NCLB School in Improvement will be mailed by the central office (with the director of Title 1 and the AL principal signatures) to all AL families' homes during June in a language parents can understand (English, Spanish and Chin), with specific responsibilities of the school, LEA, and SEA repeated to all at the annual meeting.

#### **O. Extended Learning Activities: Extra Help Initiatives**

We will continue to offer SES after school tutoring. (Princeton, Club Z, Sylvan, ATS, Geo Foundation, and individual teacher tutoring) In addition, we will continue to offer township required summer school.

#### **P. Teacher Mentoring Program: Reading and Math Coaches (Mentoring)**

We will continue to have a Reading and Math coach in our building. These coaches are certified teachers hired to help teachers with professional development in the areas of math and reading. Coaches will help assist teachers by modeling lessons in the classroom, observing teacher lessons, and providing support for teachers when needed.

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

We will continue to distribute the Parent Involvement policy to parents by means of the school newsletter, student handbook, and the annual meeting. We distribute copies for the first time at the Aug. 10 Ice Cream Social from 2-4 p.m. Parents are asked to review the document and attend the Back-to-School Night on August 26 with suggestions for revision, calling, or writing, to the principal are also published and stated as acceptable means of making suggestions.

#### **R. Parent Right-to-Know Letter**

At the annual meeting a letter will be given to state that parents have the right to know the qualifications of their teachers and that they can inquire as to the status of any staff member meeting highly qualified requirements. A letter will be sent to parents notifying them if a teacher instructing their student(s) is not highly qualified.

#### **S. School-Parent Compact**

A copy of the School Parent Compact will be sent home at the annual meeting to all families. The opportunity to revise the compact is given orally and done in writing by the parents and staff at the annual meeting on August 26. The revision window remains open through September then closes leading up to Parent/Teacher Conferences in October.

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

We will continue to distribute the Parent Involvement policy to parents by offering options to review the document in the district "Right to Know" Letter and at the annual meeting on August 26. Also, a copy of the School Parent Compact will be sent home at the annual meeting to all families. The annual meeting takes place from 6:00-6:30 for grades k-2 and from 7:00-7:30 for grades 3-5 on August 26.

**U. Targeted Assistance**

Refer to local strategy "Achievement and Targeted Assistance."

**V. Peer Review for SIP**

Another MSDPT principal, Dave Rohl, will review the Abraham Lincoln school improvement plan with the Director of Curriculum and Instruction, Dr. Barnes. In addition, the Title 1 Coordinator, Vickie Carpenter, will review the document. These meetings will take place in July of 2008 before submission. Each reviewer will sign that they have read and understood the AL school improvement plan concepts.

# Professional Development

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

## Achievement and Targeted Assistance: Assessment Wall

Professional Development Activity	Funding	Activity Purpose
<i>Weekly PD</i>	Source: Title 1 Amount: \$300.00	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
The Abraham Lincoln staff will meet on June 2nd to brainstorm and establish meeting norms for the 2008-2009 weekly professional development meetings during the school year. They will choose books for PD book clubs, discuss Core, ELP and quarterly standards for mastery on weekly assessments and make index cards for identifying each student who is enrolled for the 08-09 school year to be put on the assessment wall.	Teachers Administrators	Presentation/Workshop Professional Reading Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration</i>	Source: Amount: \$	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Each week teachers will discuss student progress according to proficiency on core standards "set" for mastery. They will work with the Special Education teachers, ELL teachers and building coaches when students are not proficient and set strategies and collect progress monitoring data.	Teachers Administrators	Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Professional Development Book Clubs</i>	Source: MSDPT Professional Development Amount: \$2,000.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will choose a title to read; they will discuss and make written reflection on the chunks assigned each month from within the group reading the same title.	Teachers Administrators	

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will work together to set dates for readings to be done. They will facilitate the book discussions and connections to the content and their own improved instruction.	Teachers Administrators	Talk to Study Group Peer Coaching Professional Reading Reflective Writing

## Character Builders

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Development</i>	Source: PTA Amount: \$600.00	Refinement
Brief Description	Intended Participants	Activity Format
Administrator will meet with teachers and brainstorm schoolwide procedures for specific areas of the building.	Teachers Counselors Administrators	Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Conscious Discipline/Bully Prevention/Cultural Competency</i>	Source: Amount: \$	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will utilize strategies from Conscious Discipline/Bully Prevention/Cultural Competency as evidence provided in Code of Conduct.	Teachers	Professional Reading Collaborative Problem Solving Other

## Math Computation

Professional Development Activity	Funding	Activity Purpose
<i>Problem-Solving Math Bowl Questions and Competitions</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will use the Purdue Math Bowl resource and Everyday Math curriculum to provide grade level posters and items for problem-solving.	Teachers	Study Group

## Reading Comprehension

Professional Development Activity	Funding	Activity Purpose
<i>Book Clubs</i>	Source: School Improvement Amount: \$1,800.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will meet once a week to learn and discuss implementation of classroom strategies that will improve instruction.	Teachers Administrators	Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Book Club</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will meet to discuss books and respond in reflection journals.</i>	Source: Amount: \$	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will be given journals to record ideas based on Reflection and Connection techniques after each book club discussion.	Teachers Administrators	Reflective Writing

Professional Development Activity	Funding	Activity Purpose
<i>Reading Counts Program Utilized with Lexiles and Reading Logs</i>	Source: Amount: \$	Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will be encouraged to utilize the software that pinpoints a students reading level and checks oomprehension so that student reading time increases and comprehension skills are improved.	Teachers Students	Action Research

## A. Parent Involvement: Increasing Parent Involvement

No professional development is needed for this strategy.

## C. Safe and Disciplined Learning Environment

No professional development is needed for this strategy.

## D. Attendance

No professional development is needed for this strategy.

## G1. Exceptional Learners - Gifted

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration of GT Cluster Teachers</i>	Source: Amount: \$	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
GT teachers will meet to discuss and evaluate the implementation of differentiated instruction.	Teachers	Study Group Peer Coaching Collaborative Problem Solving

## G2. Exceptional Learners - Special Education

No professional development is needed for this strategy.

## I. Focused Instruction / Curriculum: Remediation Strategies

No professional development is needed for this strategy.

## L. Early Childhood Assistance: Transition From Early Childhood

No professional development is needed for this strategy.

## O. Extended Learning Activities: Extra Help Initiatives

No professional development is needed for this strategy.

## P. Teacher Mentoring Program: Reading and Math Coaches (Mentoring)

Professional Development Activity	Funding	Activity Purpose
<i>Coaches provide PD</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Coaches will be observing and modeling instruction, as well as, facilitating PD book clubs and helping to monitor the assessment.	Teachers	Talk to Presentation/Workshop Study Group Peer Coaching Professional Reading

## U. Targeted Assistance

No professional development is needed for this strategy.



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

## Former Areas of Concern Summary

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

## Local Areas of Concern

### Concern: Math Computation

#### Data Targets Influenced by This Concern:

- 3rd Grade -- Passing math algebra and Functions - ISTEP
- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math geometry -ISTEP
- 3rd Grade -- Passing math measurement - ISTEP
- 3rd Grade -- Passing math number sense - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Algebra & Functions - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Geometry - ISTEP
- 4th Grade -- Passing Math Measurement - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Math Problem Solving - ISTEP

#### Strategies to Impact This Concern:

- Math Computation

### Concern: Reading Comprehension

#### Data Targets Influenced by This Concern:

- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade -- Passing Reading Language Conventions - ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP
- 4th Grade -- Passing Reading Writing Applications - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

#### Strategies to Impact This Concern:

- Reading Comprehension

### Concern: Character Builders

#### Data Targets Influenced by This Concern:

- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- Character Builders

## **Required Areas of Concern**

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

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade African Americans -- Passing ISTEP Math

**Strategies to Impact This Concern:**

- Reading Comprehension
- A. Parent Involvement: Increasing Parent Involvement

### **B. Technology Coordination (PL221)**

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math algebra and Functions - ISTEP
- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math geometry - ISTEP
- 3rd Grade -- Passing math measurement - ISTEP
- 3rd Grade -- Passing math number sense - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Algebra & Functions - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Geometry - ISTEP
- 4th Grade -- Passing Math Measurement - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Math Problem Solving - ISTEP

**Strategies to Impact This Concern:**

- Math Computation
- B. Technology Coordination

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

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math algebra and Functions - ISTEP
- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math geometry - ISTEP
- 3rd Grade -- Passing math measurement - ISTEP
- 3rd Grade -- Passing math number sense - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Algebra & Functions - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Geometry - ISTEP

- 4th Grade -- Passing Math Measurement - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Math Problem Solving - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade -- Passing Reading Language Conventions - ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP
- 4th Grade -- Passing Reading Writing Applications - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- Character Builders
- C. Safe and Disciplined Learning Environment

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

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math algebra and Functions - ISTEP
- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math geometry -ISTEP
- 3rd Grade -- Passing math measurement - ISTEP
- 3rd Grade -- Passing math number sense - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Algebra & Functions - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Geometry - ISTEP
- 4th Grade -- Passing Math Measurement - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Math Problem Solving - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade -- Passing Reading Language Conventions - ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP
- 4th Grade -- Passing Reading Writing Applications - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- D. Attendance

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

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math algebra and Functions - ISTEP
- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math geometry -ISTEP
- 3rd Grade -- Passing math measurement - ISTEP
- 3rd Grade -- Passing math number sense - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP

- 4th Grade -- Passing Math Algebra & Functions - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Geometry - ISTEP
- 4th Grade -- Passing Math Measurement - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Math Problem Solving - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade -- Passing Reading Language Conventions - ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP
- 4th Grade -- Passing Reading Writing Applications - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted

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

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math algebra and Functions - ISTEP
- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math geometry - ISTEP
- 3rd Grade -- Passing math measurement - ISTEP
- 3rd Grade -- Passing math number sense - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Algebra & Functions - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Geometry - ISTEP
- 4th Grade -- Passing Math Measurement - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Math Problem Solving - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade -- Passing Reading Language Conventions - ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP
- 4th Grade -- Passing Reading Writing Applications - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- Reading Comprehension
- G2. Exceptional Learners - Special Education

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

**Data Targets Influenced by This Concern:**

- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP

- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- H. Cultural Competency: Bridge Builders

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

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math algebra and Functions - ISTEP
- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math geometry -ISTEP
- 3rd Grade -- Passing math measurement - ISTEP
- 3rd Grade -- Passing math number sense - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Algebra & Functions - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Geometry - ISTEP
- 4th Grade -- Passing Math Measurement - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Math Problem Solving - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade -- Passing Reading Language Conventions - ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP
- 4th Grade -- Passing Reading Writing Applications - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- Achievement and Targeted Assistance: Assessment Wall
- Math Computation
- Reading Comprehension
- I. Focused Instruction / Curriculum: Remediation Strategies

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

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math algebra and Functions - ISTEP
- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math geometry -ISTEP
- 3rd Grade -- Passing math measurement - ISTEP
- 3rd Grade -- Passing math number sense - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Algebra & Functions - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Geometry - ISTEP
- 4th Grade -- Passing Math Measurement - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Math Problem Solving - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade -- Passing Reading Language Conventions - ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP

- 4th Grade -- Passing Reading Writing Applications - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and 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:**

- 3rd Grade -- Passing math algebra and Functions - ISTEP
- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math geometry -ISTEP
- 3rd Grade -- Passing math measurement - ISTEP
- 3rd Grade -- Passing math number sense - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Algebra & Functions - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Math Geometry - ISTEP
- 4th Grade -- Passing Math Measurement - ISTEP
- 4th Grade -- Passing Math Number Sense - ISTEP
- 4th Grade -- Passing Math Problem Solving - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade -- Passing Reading Language Conventions - ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP
- 4th Grade -- Passing Reading Writing Applications - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

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

**Data Targets Influenced by This Concern:**

- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- L. Early Childhood Assistance: Transition From Early Childhood

## **M. Assessment Results to Parents (Title I)**

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

- 3rd Grade -- Passing math computation - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP

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

- M. Assessment Results to Parents

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

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

- 3rd Grade -- Passing math computation - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP

### **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:**

- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

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

- O. Extended Learning Activities: Extra Help Initiatives

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

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

- 3rd Grade -- Passing math computation - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP

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

- P. Teacher Mentoring Program: Reading and Math Coaches (Mentoring)

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

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

- 3rd Grade -- Passing math computation - ISTEP
- 3rd Grade -- Passing math problem solving - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade African Americans -- Passing ISTEP Language
- 4th Grade African Americans -- Passing ISTEP Math

- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and 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:**

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 3rd Grade Hispanic Passing Math -- ISTEP
- 4th Grade Hispanic Passing Language Arts -- ISTEP
- 4th Grade Hispanic Passing Math -- ISTEP
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Math -- ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- R. Parent Right-to-Know Letter

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

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math computation - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP

**Strategies to Impact This Concern:**

- S. School-Parent Compact

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

**Data Targets Influenced by This Concern:**

- 3rd Grade -- Passing math computation - ISTEP
- 4th Grade -- Passing Math Computation - ISTEP
- 4th Grade -- Passing Reading Comprehension - ISTEP
- 4th Grade African Americans -- Passing ISTEP Math
- 4th Grade Reading -- Passing Reading vocabulary - ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

## **U. Targeted Assistance (Title I)**

**Data Targets Influenced by This Concern:**

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 4th Grade -- Passing Reading Literary Response & Analysis - ISTEP
- 4th Grade -- Passing Reading Writing Applications - ISTEP
- 4th Grade Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Language Arts -- ISTEP

**Strategies to Impact This Concern:**

- Achievement and Targeted Assistance: Assessment Wall
- U. Targeted Assistance

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

**Data Targets Influenced by This Concern:**

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 3rd Grade Hispanic Passing Math -- ISTEP
- 4th Grade Hispanic Passing Language Arts -- ISTEP
- 4th Grade Hispanic Passing Math -- ISTEP
- 5th Grade African Americans -- Passing Literary Response and Analysis - ISTEP
- 5th Grade Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Math -- ISTEP
- 5th Grade Special Education students -- Literary response and analysis

**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:	In the office.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Kindergarten - Brigance Grade 1 - Otis Lennon Grade 2 - CTBS Brade 3-5 - ISTEP	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	We did not waive anything.	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We are not consolidating any programs. Our sub groups indicate we need to continue working on reading and math. Our strategies have been developed to help increase student achievement in reading and math in every grade level.	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.

## Achievement and Targeted Assistance: Assessment Wall

**Jun 1, 2008:** June Retreat to Establish Norms for Weekly PD

**Person:** Alexander/Tiede

**Activity:** Weekly PD

**Jun 2, 2008:** Develop Norms Printed to Agendas

**Person:** Alexander and Tiede

**Activity:** Build a Professional Learning Community

**Jul 5, 2008:** Administer Weekly Assessments by Focus Standards

**Person:** Teachers

**Activity:** Assessments

**Aug , 2008:** Administer Weekly Assessments by Focus Standards

**Person:** Teachers

**Activity:** Assessments

**Aug , 2008:** Administer Weekly Assessments by Standards

**Person:** Wilkowski

**Activity:** Assessments

**Aug 5, 2008:** Administer Weekly Assessments by Focus Standards

**Person:** Teachers

**Activity:** Assessments

**Aug 8, 2008:** Continue to Pre-Publish Monthly Agendas

**Person:** Wilkowski

**Activity:** Build a Professional Learning Community

**Aug 10, 2008:** Provide Monthly Professional Learning Community Resources

**Person:** Wilkowski

**Activity:** Weekly PD

**Aug 11, 2008:** Monitor BiWeekly Meetings

**Person:** Mr. Hinton, Mr. Rininger, Mrs. Wilkowski, Mrs. Tiede, Ms. Hunt

**Activity:** Assessment Wall

**Aug 11, 2008:** Monthly Grade Level Meetings

**Person:** Set by the Team

**Activity:** Build a Professional Learning Community

**Aug 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs

**Person:** Mrs. Tiede, Ms. Hunt

**Activity:** Collaboration

**Aug 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs

**Person:** Mrs. Tiede, Ms. Hunt

**Activity:** Collaboration

**Aug 13, 2008:** Teachers will Meet BiWeekly Assessment Wall Meetings for General Education

**Person:** Rininger/Hinton

**Activity:** Weekly PD

- Aug 20, 2008:** Teachers will Meet Weekly Meetings for Special Education or ELL Students  
**Person:** Rininger/Hinton  
**Activity:** Weekly PD
- Aug 29, 2008:** Meeting Dates with Reflection Journal Assignments  
**Person:** Mrs. Wilkowski, Mr. Hinton, Mr. Rininger, Ms. Hunt  
**Activity:** Professional Development Book Clubs
- Sep 5, 2008:** Administer Weekly Assessments by Focus Standards  
**Person:** Teachers  
**Activity:** Assessments
- Sep 11, 2008:** Monitor BiWeekly Meetings  
**Person:** Mr. Hinton, Mr. Rininger, Mrs. Wilkowski, Mrs. Tiede, Ms. Hunt  
**Activity:** Assessment Wall
- Sep 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Sep 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Sep 18, 2008:** Calculate and Record the number of Teachers who use Standards Based Assessment  
**Person:** Tiede/Hunt  
**Activity:** Collect baseline data
- Sep 18, 2008:** Calculate and Record the Percent of Teachers who Progress Monitor Weekly  
**Person:** Tiede/Hunt  
**Activity:** Collect baseline data
- Oct 3, 2008:** Meeting Dates with Reflection Journal Assignments  
**Person:** Mrs. Wilkowski, Mr. Hinton, Mr. Rininger, Ms. Hunt  
**Activity:** Professional Development Book Clubs
- Oct 5, 2008:** Administer Weekly Assessments by Focus Standards  
**Person:** Teachers  
**Activity:** Assessments
- Oct 11, 2008:** Monitor BiWeekly Meetings  
**Person:** Mr. Hinton, Mr. Rininger, Mrs. Wilkowski, Mrs. Tiede, Ms. Hunt  
**Activity:** Assessment Wall
- Oct 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Oct 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Oct 31, 2008:** Meeting Dates with Reflection Journal Assignments  
**Person:** Mrs. Wilkowski, Mr. Hinton, Mr. Rininger, Ms. Hunt  
**Activity:** Professional Development Book Clubs
- Nov 5, 2008:** Administer Weekly Assessments by Focus Standards  
**Person:** Teachers  
**Activity:** Assessments

- Nov 11, 2008:** Monitor BiWeekly Meetings  
**Person:** Mr. Hinton, Mr. Rininger, Mrs. Wilkowski, Mrs. Tiede, Ms. Hunt  
**Activity:** Assessment Wall
- Nov 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Nov 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Dec 4, 2008:** Meeting Dates with Reflection Journal Assignments  
**Person:** Mrs. Wilkowski, Mr. Hinton, Mr. Rininger, Ms. Hunt  
**Activity:** Professional Development Book Clubs
- Dec 5, 2008:** Administer Weekly Assessments by Focus Standards  
**Person:** Teachers  
**Activity:** Assessments
- Dec 11, 2008:** Monitor BiWeekly Meetings  
**Person:** Mr. Hinton, Mr. Rininger, Mrs. Wilkowski, Mrs. Tiede, Ms. Hunt  
**Activity:** Assessment Wall
- Dec 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Dec 13, 2008:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Dec 19, 2008:** Calculate and Record the number of Teachers who use Standards Based Assessment  
**Person:** Hinton/Rininger  
**Activity:** Collect first semester/trimester follow up data
- Dec 19, 2008:** Calculate and Record the Percent of Teachers who Progress Monitor Weekly  
**Person:** Hinton/Rininger  
**Activity:** Collect first semester/trimester follow up data
- Jan 2, 2009:** Meeting Dates with Reflection Journal Assignments  
**Person:** Mrs. Wilkowski, Mr. Hinton, Mr. Rininger, Ms. Hunt  
**Activity:** Professional Development Book Clubs
- Jan 5, 2009:** Administer Weekly Assessments by Focus Standards  
**Person:** Teachers  
**Activity:** Assessments
- Jan 11, 2009:** Monitor BiWeekly Meetings  
**Person:** Mr. Hinton, Mr. Rininger, Mrs. Wilkowski, Mrs. Tiede, Ms. Hunt  
**Activity:** Assessment Wall
- Jan 13, 2009:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Jan 30, 2009:** Meeting Dates with Reflection Journal Assignments  
**Person:** Mrs. Wilkowski, Mr. Hinton, Mr. Rininger, Ms. Hunt  
**Activity:** Professional Development Book Clubs

- Feb 5, 2009:** Administer Weekly Assessments by Focus Standards  
**Person:** Teachers  
**Activity:** Assessments
- Feb 11, 2009:** Monitor BiWeekly Meetings  
**Person:** Mr. Hinton, Mr. Rininger, Mrs. Wilkowski, Mrs. Tiede, Ms. Hunt  
**Activity:** Assessment Wall
- Feb 13, 2009:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Feb 27, 2009:** Meeting Dates with Reflection Journal Assignments  
**Person:** Mrs. Wilkowski, Mr. Hinton, Mr. Rininger, Ms. Hunt  
**Activity:** Professional Development Book Clubs
- Mar 5, 2009:** Administer Weekly Assessments by Focus Standards  
**Person:** Teachers  
**Activity:** Assessments
- Mar 11, 2009:** Monitor BiWeekly Meetings  
**Person:** Mr. Hinton, Mr. Rininger, Mrs. Wilkowski, Mrs. Tiede, Ms. Hunt  
**Activity:** Assessment Wall
- Mar 13, 2009:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- Apr 3, 2009:** Meeting Dates with Reflection Journal Assignments  
**Person:** Mrs. Wilkowski, Mr. Hinton, Mr. Rininger, Ms. Hunt  
**Activity:** Professional Development Book Clubs
- Apr 5, 2009:** Administer Weekly Assessments by Focus Standards  
**Person:** Teachers  
**Activity:** Assessments
- Apr 11, 2009:** Monitor BiWeekly Meetings  
**Person:** Mr. Hinton, Mr. Rininger, Mrs. Wilkowski, Mrs. Tiede, Ms. Hunt  
**Activity:** Assessment Wall
- Apr 13, 2009:** Teacher meet Biweekly to discuss ELL and Special Education Student Needs  
**Person:** Mrs. Tiede, Ms. Hunt  
**Activity:** Collaboration
- May 1, 2009:** Meeting Dates with Reflection Journal Assignments  
**Person:** Mrs. Wilkowski, Mr. Hinton, Mr. Rininger, Ms. Hunt  
**Activity:** Professional Development Book Clubs
- May 19, 2009:** Calculate and Record the number of Teachers who use Standards Based Assessment  
**Person:** Wilkowski  
**Activity:** Collect final semester/trimester follow up data
- May 19, 2009:** Calculate and Record the Percent of Teachers who Progress Monitor Weekly  
**Person:** Wilkowski  
**Activity:** Collect final semester/trimester follow up data

## Attendance

**Aug 15, 2008:** % of special education students present each day will be reported to administration weekly.

**Person:** Office

**Activity:** Collect baseline data

**Aug 15, 2008:** % of students present from each grade level will be calculated weekly.

**Person:** Administration

**Activity:** Collect baseline data

**Aug 15, 2008:** Weekly Classroom Contests-Winners Published in the School Newsletter.

**Person:** Clerk, Ramoan Dugan

**Activity:** Students will be recognized for attendance.

**Oct 10, 2008:** Ribbons and/or pencils awarded in each grading period.

**Person:** Classroom Teacher

**Activity:** Students will be recognized for attendance.

**Dec 18, 2008:** % of special education students present each day will be reported to administration weekly.

**Person:** Office

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

**Dec 18, 2008:** % of students present from each grade level will be calculated weekly.

**Person:** Administration

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

**May 21, 2009:** % of special education students present each day will be reported to administration weekly.

**Person:** Office

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

**May 21, 2009:** % of students present from each grade level will be calculated weekly.

**Person:** Administration

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

## Character Builders

**May 14, 2008:** Collect baseline data on Codes of Conduct

**Person:** Kathy Lapkovitch

**Activity:** Baseline data

**Aug 11, 2008:** Teachers will introduce the Positive Expectations for students

**Person:** All Teachers

**Activity:** Belief and Attitude Statements for Abraham Lincoln

**Sep 1, 2008:** Teachers will introduce the Positive Expectations for students

**Person:** All Teachers

**Activity:** Belief and Attitude Statements for Abraham Lincoln

**Sep 11, 2008:** Administrator will meet with teachers weekly to review data and build skills

**Person:** Admin. Team

**Activity:** Teacher Development

**Sep 15, 2008:** Assistant principals go into each classroom and present the 'Don't Laugh At Me' program

**Person:** Mr. Hinton/Mr. Rininger

**Activity:** Belief and Attitude Statements for Abraham Lincoln

**Sep 28, 2008:** Lesson Plan Reviews

**Person:** Mrs. Wilkowski

**Activity:** Conscious Discipline/Bully Prevention/Cultural Competency

- Sep 30, 2008:** Grade Level Agenda Items  
**Person:** Mrs. Wilkowski  
**Activity:** Conscious Discipline/Bully Prevention/Cultural Competency
- Oct 1, 2008:** Teachers will introduce the Positive Expectations for students  
**Person:** All Teachers  
**Activity:** Belief and Attitude Statements for Abraham Lincoln
- Oct 9, 2008:** Administrator will meet with teachers weekly to review data and build skills  
**Person:** Admin. Team  
**Activity:** Teacher Development
- Oct 13, 2008:** Code of Conduct Reviews/GEIs  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Conscious Discipline/Bully Prevention/Cultural Competency
- Nov 1, 2008:** Teachers will introduce the Positive Expectations for students  
**Person:** All Teachers  
**Activity:** Belief and Attitude Statements for Abraham Lincoln
- Nov 12, 2008:** Administrator will meet with teachers weekly to review data and build skills  
**Person:** Admin. Team  
**Activity:** Teacher Development
- Dec 1, 2008:** Teachers will introduce the Positive Expectations for students  
**Person:** All Teachers  
**Activity:** Belief and Attitude Statements for Abraham Lincoln
- Dec 11, 2008:** Administrator will meet with teachers weekly to review data and build skills  
**Person:** Admin. Team  
**Activity:** Teacher Development
- Jan 1, 2009:** Teachers will introduce the Positive Expectations for students  
**Person:** All Teachers  
**Activity:** Belief and Attitude Statements for Abraham Lincoln
- Jan 1, 2009:** Collect followup data on Codes of Conduct  
**Person:** Kathy Lapkovitch  
**Activity:** First semester follow up data
- Jan 8, 2009:** Administrator will meet with teachers weekly to review data and build skills  
**Person:** Admin. Team  
**Activity:** Teacher Development
- Feb 1, 2009:** Teachers will introduce the Positive Expectations for students  
**Person:** All Teachers  
**Activity:** Belief and Attitude Statements for Abraham Lincoln
- Feb 12, 2009:** Administrator will meet with teachers weekly to review data and build skills  
**Person:** Admin. Team  
**Activity:** Teacher Development
- Mar 1, 2009:** Teachers will introduce the Positive Expectations for students  
**Person:** All Teachers  
**Activity:** Belief and Attitude Statements for Abraham Lincoln
- Mar 12, 2009:** Administrator will meet with teachers weekly to review data and build skills  
**Person:** Admin. Team  
**Activity:** Teacher Development

**Apr 1, 2009:** Teachers will introduce the Positive Expectations for students

**Person:** All Teachers

**Activity:** Belief and Attitude Statements for Abraham Lincoln

**Apr 9, 2009:** Administrator will meet with teachers weekly to review data and build skills

**Person:** Admin. Team

**Activity:** Teacher Development

**May 1, 2009:** Teachers will introduce the Positive Expectations for students

**Person:** All Teachers

**Activity:** Belief and Attitude Statements for Abraham Lincoln

**May 14, 2009:** Administrator will meet with teachers weekly to review data and build skills

**Person:** Admin. Team

**Activity:** Teacher Development

**May 15, 2009:** Collect followup data on Codes of Conduct

**Person:** Sarah Phillips and Kathy Lapkovitch

**Activity:** Final semester follow up data

## Early Childhood Assistance

**Mar , 2009:** Advertise in Newsletters and Newspapers.

**Person:** Mrs. Morris

**Activity:** Invite parents to enroll and meet concerning the kindergarten program at AL

**Mar , 2009:** Prepare Pamphlets

**Person:** Kindergarten Team, District Office

**Activity:** Invite parents to enroll and meet concerning the kindergarten program at AL

**Mar , 2009:** Visit local head start program.

**Person:** Mrs. Wilkowski, Mrs. McGail

**Activity:** Invite parents to enroll and meet concerning the kindergarten program at AL

**Apr , 2009:** Invite interpreters.

**Person:** Mrs. Wilkowski

**Activity:** Invite parents to enroll and meet concerning the kindergarten program at AL

**Apr , 2009:** Schedule meeting with PTA for information night.

**Person:** Mrs. Wilkowski

**Activity:** Invite parents to enroll and meet concerning the kindergarten program at AL

**Apr , 2009:** Purchase leveled literacy books.

**Person:** Mrs. Harris

**Activity:** Send home books with preschool students at introduction to kindergarten program.

## Exceptional Learners - Gifted

**Jul 5, 2008:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.

**Person:** GT Team/Vickie Cameron

**Activity:** Collaboration of GT Cluster Teachers

**Aug 5, 2008:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.

**Person:** GT Team/Vickie Cameron

**Activity:** Collaboration of GT Cluster Teachers

**Aug 8, 2008:** Each GT Cluster Teacher will be assigned a month to participate in the district meetings.

**Person:** Mrs. Wilkowski

**Activity:** Monthly High Ability Meetings

- Aug 18, 2008:** Calculate and Record the percent of GT cluster teachers who use differentiated instruction for students.  
**Person:** GT Teachers/Mrs. Wilkowski  
**Activity:** Collect baseline data
- Aug 29, 2008:** GT Cluster Teacher chosen to go to district meeting will come back and share with building GT team.  
**Person:** Mrs. Wilkowski  
**Activity:** Monthly High Ability Meetings
- Sep 2, 2008:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Monthly High Ability Meetings
- Sep 5, 2008:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Collaboration of GT Cluster Teachers
- Oct 5, 2008:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Collaboration of GT Cluster Teachers
- Nov 5, 2008:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Collaboration of GT Cluster Teachers
- Dec 5, 2008:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Collaboration of GT Cluster Teachers
- Dec 18, 2008:** Calculate and Record the percent of GT cluster teachers who use differentiated instruction for students.  
**Person:** Vicki Cameron  
**Activity:** Collect first semester/trimester follow up data
- Jan 5, 2009:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Collaboration of GT Cluster Teachers
- Feb 5, 2009:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Collaboration of GT Cluster Teachers
- Mar 5, 2009:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Collaboration of GT Cluster Teachers
- Apr 5, 2009:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Collaboration of GT Cluster Teachers
- Apr 15, 2009:** Calculate and Record the percent of GT cluster teachers who use differentiated instruction for students.  
**Person:** Vicki Cameron  
**Activity:** Collect final semester/trimester follow up data
- May 5, 2009:** GT Report Card for projects will be "mapped out" by teachers and reviewed in each monthly meeting.  
**Person:** GT Team/Vickie Cameron  
**Activity:** Collaboration of GT Cluster Teachers

## Exceptional Learners - Special Education

- Aug 8, 2008:** Collect IEP time spent in resource room(s).  
**Person:** Mrs. Wade, Mrs. Trimbur, Mrs. Marshall  
**Activity:** Collect baseline data
- Aug 11, 2008:** Increase push-in models of service and document time spent in this activity.  
**Person:** Mrs. Trimbur, Mrs. Marshall  
**Activity:** Increase time in regular education classroom with appropriate instruction
- Oct 10, 2008:** Survey teachers for modified assignments  
**Person:** Mrs. Wilkowski  
**Activity:** Collect final semester/trimester follow up data
- Oct 10, 2008:** Survey teachers for modified assignments  
**Person:** Mrs. Wilkowski  
**Activity:** Collect first semester/trimester follow up data
- Oct 10, 2008:** Document instructional modifications  
**Person:** Cluster Teachers and Mrs. Trimbur, Mrs. Marshall  
**Activity:** Increase time in regular education classroom with appropriate instruction
- Oct 10, 2008:** Document student time in pull-out programs  
**Person:** Mrs. Trimbur, Mrs. Marshall  
**Activity:** Increase time in regular education classroom with appropriate instruction
- May 22, 2009:** Collect IEP time proposed for resource room in 09-10 and compare to 08-09 data.  
**Person:** Mrs. Marshall, Mrs. Trimbur, Mrs. Wade  
**Activity:** Collect final semester/trimester follow up data

## Extended Learning Activities

- May 21, 2008:** Calculate and Record percent of parents who felt that tutoring helped their child.  
**Person:** DOE/Agency/School-Tutors  
**Activity:** Collect baseline data
- Dec 18, 2008:** Calculate and Record percent of parents who felt that tutoring helped their child.  
**Person:** Mr. Hinton  
**Activity:** Collect first semester/trimester follow up data
- Feb , 2009:** An SES Provider "Fair" will be held at AL.  
**Person:** Mrs. McGail  
**Activity:** Students will be selected based on AYP needs.
- Mar , 2009:** All students are invited and "slots" are filled according to highest need first.  
**Person:** Mrs. McGail, Mrs. Wilkowski  
**Activity:** Students will be selected based on AYP needs.
- May , 2009:** DOE will be provided with evaluation of agencies providing tutoring services.  
**Person:** Mrs. Wilkowski  
**Activity:** Students will be selected based on AYP needs.
- May 19, 2009:** Calculate and Record percent of parents who felt that tutoring helped their child.  
**Person:** Mrs. Wilkowski  
**Activity:** Collect final semester/trimester follow up data

## Focused Instruction / Curriculum

**Jun 2, 2008:** Each grade level will create a rotation of weeks for math and reading.

**Person:** Mrs. Tiede, Mrs. Hunt

**Activity:** Calendars and Lesson Plans for Remediation will be made.

**Aug 1, 2008:** Comparison of 07-08 benchmark analysis data and skill strands focused on in 08-09 during the remediation period.

**Person:** Mrs. Wilkowski

**Activity:** Collect baseline data

**Aug 29, 2008:** Skills will be targeted according to benchmark analysis.

**Person:** Mrs. Wilkowski, Classroom Teachers

**Activity:** Calendars and Lesson Plans for Remediation will be made.

**Aug 29, 2008:** Students will be selected based on ISTEP and benchmark performances.

**Person:** Mrs. Wilkowski, Classroom Teachers

**Activity:** Calendars and Lesson Plans for Remediation will be made.

**Dec 18, 2008:** Percentage of Teachers who have completed all skill strand lesson plans during remediation periods for the semester.

**Person:** Mrs. Tiede, Ms. Hunt

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

**May 22, 2009:** Percentage of Teachers who have completed all skill strand lesson plans during remediation periods for the year.

**Person:** Teachers/Mrs. Wilkowski

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

## Math Computation

**May 20, 2008:** Calculate and record percentage of teachers that have used the PowerPoint for instruction

**Person:** Kim Tiede

**Activity:** Baseline data

**May 20, 2008:** Calculate and record percentage of teachers who administer weekly fact tests

**Person:** Kim Tiede

**Activity:** Baseline data

**Jun , 2008:** Rules and Format for Participating

**Person:** Mr. Rodriguez

**Activity:** Problem-Solving Math Bowl Questions and Competitions

**Aug , 2008:** Better Distribution of Resources and Collection of Data

**Person:** Kim Tiede/Classroom Teachers

**Activity:** Weekly Fact Tests, Grade Level Competitions, Technology

**Aug 7, 2008:** Technology Implementation

**Person:** Mrs. Christy/Mrs. Tiede

**Activity:** Weekly Fact Tests, Grade Level Competitions, Technology

**Aug 11, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Aug 11, 2008:** Rules and Format for Participating

**Person:** Mr. Rodriguez

**Activity:** Problem-Solving Math Bowl Questions and Competitions

**Aug 11, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Aug 18, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Aug 18, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Aug 25, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Aug 25, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Sep , 2008:** Lesson Plan Reviews for Tech

**Person:** Mrs. Wilkowski

**Activity:** Teachers increase in activities to build student skills

**Sep , 2008:** Monthly Benchmark Meetings

**Person:** Mrs. Tiede/Mrs. Wilkowski

**Activity:** Teachers increase in activities to build student skills

**Sep , 2008:** Math Bowl Practice Periods

**Person:** Mr. Rodriguez

**Activity:** Weekly Fact Tests, Grade Level Competitions, Technology

**Sep 1, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Sep 1, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Sep 2, 2008:** Problem-solving Posters will be posted in each classroom according to a monthly focus.

**Person:** Mrs. Tiede

**Activity:** Grade Level Problem-solving Competitions

**Sep 8, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Sep 8, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Sep 15, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

- Sep 15, 2008:** Teachers will distribute tests and mark progress.  
**Person:** Mrs. Tiede  
**Activity:** Weekly Fact Tests
- Sep 22, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.  
**Person:** Mr. Rodriguez  
**Activity:** Grade Level Problem-solving Competitions
- Sep 22, 2008:** Teachers will distribute tests and mark progress.  
**Person:** Mrs. Tiede  
**Activity:** Weekly Fact Tests
- Sep 29, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.  
**Person:** Mr. Rodriguez  
**Activity:** Grade Level Problem-solving Competitions
- Sep 29, 2008:** Teachers will distribute tests and mark progress.  
**Person:** Mrs. Tiede  
**Activity:** Weekly Fact Tests
- Oct , 2008:** Data Collection of Student Achievement  
**Person:** Mrs. Tiede  
**Activity:** Teachers increase in activities to build student skills
- Oct 2, 2008:** Problem-solving Posters will be posted in each classroom according to a monthly focus.  
**Person:** Mrs. Tiede  
**Activity:** Grade Level Problem-solving Competitions
- Oct 6, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.  
**Person:** Mr. Rodriguez  
**Activity:** Grade Level Problem-solving Competitions
- Oct 6, 2008:** Teachers will distribute tests and mark progress.  
**Person:** Mrs. Tiede  
**Activity:** Weekly Fact Tests
- Oct 13, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.  
**Person:** Mr. Rodriguez  
**Activity:** Grade Level Problem-solving Competitions
- Oct 13, 2008:** Teachers will distribute tests and mark progress.  
**Person:** Mrs. Tiede  
**Activity:** Weekly Fact Tests
- Oct 20, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.  
**Person:** Mr. Rodriguez  
**Activity:** Grade Level Problem-solving Competitions
- Oct 20, 2008:** Teachers will distribute tests and mark progress.  
**Person:** Mrs. Tiede  
**Activity:** Weekly Fact Tests
- Oct 27, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.  
**Person:** Mr. Rodriguez  
**Activity:** Grade Level Problem-solving Competitions

**Oct 27, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Nov 2, 2008:** Problem-solving Posters will be posted in each classroom according to a monthly focus.

**Person:** Mrs. Tiede

**Activity:** Grade Level Problem-solving Competitions

**Nov 3, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Nov 3, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Nov 10, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Nov 10, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Nov 17, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Nov 17, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Nov 24, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Nov 24, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Dec 1, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Dec 1, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Dec 2, 2008:** Problem-solving Posters will be posted in each classroom according to a monthly focus.

**Person:** Mrs. Tiede

**Activity:** Grade Level Problem-solving Competitions

**Dec 8, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Dec 8, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Dec 15, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Dec 15, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Dec 18, 2008:** Calculate and record percentage of teachers that have used the PowerPoint for instruction

**Person:** Mrs. Tiede

**Activity:** First semester follow up data

**Dec 18, 2008:** Calculate and record percentage of teachers who administer weekly fact tests

**Person:** Mrs. Tiede

**Activity:** First semester follow up data

**Dec 22, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Dec 22, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Dec 29, 2008:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Dec 29, 2008:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Jan 2, 2009:** Problem-solving Posters will be posted in each classroom according to a monthly focus.

**Person:** Mrs. Tiede

**Activity:** Grade Level Problem-solving Competitions

**Jan 5, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Jan 5, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Jan 12, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Jan 12, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Jan 19, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Jan 19, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Jan 26, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Jan 26, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Feb 2, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Feb 2, 2009:** Problem-solving Posters will be posted in each classroom according to a monthly focus.

**Person:** Mrs. Tiede

**Activity:** Grade Level Problem-solving Competitions

**Feb 2, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Feb 9, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Feb 9, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Feb 16, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Feb 16, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Feb 23, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Feb 23, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Mar 2, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Mar 2, 2009:** Problem-solving Posters will be posted in each classroom according to a monthly focus.

**Person:** Mrs. Tiede

**Activity:** Grade Level Problem-solving Competitions

**Mar 2, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Mar 9, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Mar 9, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Mar 16, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Mar 16, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Mar 23, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Mar 23, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Mar 30, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Mar 30, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Apr 2, 2009:** Problem-solving Posters will be posted in each classroom according to a monthly focus.

**Person:** Mrs. Tiede

**Activity:** Grade Level Problem-solving Competitions

**Apr 6, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Apr 6, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Apr 13, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Apr 13, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Apr 20, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Apr 20, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**Apr 27, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**Apr 27, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**May 2, 2009:** Problem-solving Posters will be posted in each classroom according to a monthly focus.

**Person:** Mrs. Tiede

**Activity:** Grade Level Problem-solving Competitions

**May 4, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**May 4, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**May 11, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**May 11, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**May 18, 2009:** Pool of problems to solve will be maintained by each grade level on the shared drive and utilized for weekly competitions between class rooms.

**Person:** Mr. Rodriguez

**Activity:** Grade Level Problem-solving Competitions

**May 18, 2009:** Teachers will distribute tests and mark progress.

**Person:** Mrs. Tiede

**Activity:** Weekly Fact Tests

**May 22, 2009:** Calculate and record percentage of teachers who administer weekly fact tests

**Person:** Mrs. Tiede

**Activity:** Second semester follow up data

**May 22, 2010:** Calculate and record percentage of teachers that have used the PowerPoint for instruction

**Person:** Mrs. Tiede

**Activity:** Second semester follow up data

## Parent Involvement

**Mar 6, 2008:** Check all web pages for teacher contact information and homework info.

**Person:** Mrs. Osborn

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

**Jun 3, 2008:** Count Newsletters Collected/Surveyed

**Person:** Mrs. Wilkowski

**Activity:** Collect baseline data

**Aug 8, 2008:** A family activity night will be planned every month for special education and Hispanic families.

**Person:** Ms. Hunt and Mrs. Tiede

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Aug 8, 2008:** Distribute Postcards and Phone Log Data Base

**Person:** Mrs. Trimbur, Mrs. Marta

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Aug 8, 2008:** Set the date on the school calendar, web page and publish in newsletters.

**Person:** Grade Level Representative

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Sep 12, 2008:** A family activity night will be planned every month for special education and Hispanic families.

**Person:** Ms. Hunt and Mrs. Tiede

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Oct 10, 2008:** Check all web pages for teacher contact information and homework info.

**Person:** Kristy Osborn

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

**Oct 10, 2008:** A family activity night will be planned every month for special education and Hispanic families.

**Person:** Ms. Hunt and Mrs. Tiede

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Nov 13, 2008:** A family activity night will be planned every month for special education and Hispanic families.

**Person:** Ms. Hunt and Mrs. Tiede

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Dec 12, 2008:** A family activity night will be planned every month for special education and Hispanic families.

**Person:** Ms. Hunt and Mrs. Tiede

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Dec 18, 2008:** Collect Newsletters

**Person:** Mr. Hinton, Mr. Rininger

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

**Jan 9, 2009:** A family activity night will be planned every month for special education and Hispanic families.

**Person:** Ms. Hunt and Mrs. Tiede

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Feb 6, 2009:** A family activity night will be planned every month for special education and Hispanic families.

**Person:** Ms. Hunt and Mrs. Tiede

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Mar 13, 2009:** A family activity night will be planned every month for special education and Hispanic families.

**Person:** Ms. Hunt and Mrs. Tiede

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

**Apr 10, 2009:** A family activity night will be planned every month for special education and Hispanic families.

**Person:** Ms. Hunt and Mrs. Tiede

**Activity:** Each teacher will call home, or send a post card, to each child once in each semester.

- May 22, 2009:** Collect Newsletters  
**Person:** Mr. Hinton, Mr. Rininger  
**Activity:** Collect first semester/trimester follow up data
- May 22, 2009:** Determine % of families involved.  
**Person:** Grade Level Representative  
**Activity:** Review Surveys and Sign-In Sheets

## Peer Review for SIP

- Apr 18, 2008:** Conference with Shannon Henderson  
**Person:** Whitney Wilkowski  
**Activity:** Collect baseline data
- May 21, 2008:** Send Checklists with Cover Letters and Dates to Participants  
**Person:** Whitney Wilkowski  
**Activity:** Distribute NCLB and Title 1 Checklists to Reviewers
- Jun 2, 2008:** Summer Retreat Preparation of Tabs  
**Person:** Strategy Chairs  
**Activity:** Committees of Task Forces and Strategy Chairs Meet
- Jun 30, 2008:** Set Dates for Reviews  
**Person:** Whitney Wilkowski  
**Activity:** Review of Strategies Meeting
- Dec 18, 2008:** Review Checklists from Participants  
**Person:** Dr. Shannon Henderson and Whitney Wilkowski  
**Activity:** Collect first semester/trimester follow up data
- Mar 27, 2009:** Review Checklists from Participants  
**Person:** Dr. Shannon Henderson and Whitney Wilkowski  
**Activity:** Collect final semester/trimester follow up data

## Reading Comprehension

- , **0:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- , **0:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- , **2005:** Collect Percentage of Teachers using Lexiles and Completing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- , **2005:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- , **2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:**  
**Activity:** Book Club
- Apr 14, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers

- Apr 14, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Apr 14, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Apr 21, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Apr 21, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Apr 21, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Apr 28, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Apr 28, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Apr 28, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- May 5, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- May 5, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- May 5, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- May 7, 2008:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- May 12, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- May 12, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- May 12, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts

- May 19, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- May 19, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- May 19, 2008:** Collect Percentage of Teachers using Lexiles and Completing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- ✓ **May 22, 2008:** Count Student Entries on Logs and Percent Participation  
**Person:** Classroom Teachers  
**Activity:** Collect baseline data
- ✓ **May 22, 2008:** SRI Scores Counted for Participation in Program  
**Person:** Susan Alexander, Stephanie Bateman and Kristy Osborn  
**Activity:** Collect baseline data
- May 26, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- May 26, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- May 26, 2008:** Collect Percentage of Teachers using Lexiles and Completing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- May 30, 2008:** Review Logs of Classroom Teachers from 08-09 for Participation  
**Person:** Mrs. Wilkowski  
**Activity:** Collect baseline data
- Jun , 2008:** Purchase Logs for each Child  
**Person:** Mrs. Wilkowski  
**Activity:** SRI and Reading Counts
- Jun 2, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Jun 2, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Jun 2, 2008:** Collect Percentage of Teachers using Lexiles and Completing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jun 7, 2008:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jun 9, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers

**Jun 9, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers

**Jun 9, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts

**Jun 16, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers

**Jun 16, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers

**Jun 16, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts

**Jun 23, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers

**Jun 23, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers

**Jun 23, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts

**Jun 30, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers

**Jun 30, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers

**Jun 30, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts

**Jul 7, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers

**Jul 7, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers

**Jul 7, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts

**Jul 7, 2008:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts

- Jul 14, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Jul 14, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Jul 14, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jul 21, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Jul 21, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Jul 21, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jul 28, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Jul 28, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Jul 28, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Aug , 2008:** Determine Grade Level Teacher Book(s)  
**Person:** Teams/Mrs. Wilkowski  
**Activity:** SRI and Reading Counts
- Aug 4, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Aug 4, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Aug 4, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Aug 7, 2008:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Aug 8, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs

- Aug 11, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Aug 11, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Aug 11, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Aug 15, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Aug 15, 2008:** Monthly Reading Counts Progress Data  
**Person:** Mrs. Osborn  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Aug 15, 2008:** Prepare Home R.E.A.D. I.T. Logs  
**Person:** Each Classroom Teacher  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Aug 18, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Aug 18, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Aug 18, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Aug 22, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Aug 25, 2008:** Count Percent of Teachers that Develop Logs and Use Instructional Time to Implement  
**Person:** Classroom Teachers  
**Activity:** Collect baseline data
- Aug 25, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Aug 25, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Aug 25, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Aug 29, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs

- Sep , 2008:** Reading Counts Progress in Percentatge of Teachers and Students Using the Program and Percentage Using Lexile Ranges on the Logs  
**Person:** Susan Alexander, Stephanie Bateman and Kristy Osborn  
**Activity:** Collect first semester/trimester follow up data
- Sep , 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Sep , 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Sep , 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Sep , 2008:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Sep 1, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Sep 1, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Sep 1, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Sep 2, 2008:** Choose a PD book club.  
**Person:** Mrs. Wilkowski, Ms. Hunt  
**Activity:** Teachers will meet to discuss books and respond in reflection journals.
- Sep 5, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Sep 7, 2008:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Sep 8, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Sep 8, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Sep 8, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Sep 12, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs

- Sep 15, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Sep 15, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Sep 15, 2008:** Monthly Reading Counts Progress Data  
**Person:** Mrs. Osborn  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Sep 15, 2008:** Prepare Home R.E.A.D. I.T. Logs  
**Person:** Each Classroom Teacher  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Sep 15, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Sep 19, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Sep 22, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Sep 22, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Sep 22, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Sep 26, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Sep 29, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Sep 29, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Sep 29, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Oct , 2008:** Review Logs of Classroom Teachers for Number of Entries and Percent of Teachers Participating  
**Person:** Classroom Teachers  
**Activity:** Collect first semester/trimester follow up data
- Oct , 2008:** Incentives for Reading Counts  
**Person:** Mrs. Osborn  
**Activity:** Parents and Teachers

- Oct 3, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Oct 6, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Oct 6, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Oct 6, 2008:** Collect Percentage of Teachers using Lexiles and Completing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Oct 7, 2008:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Oct 10, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Oct 10, 2008:** Review Logs of Classroom Teachers for Number of Entries and Percent of Teachers Participating  
**Person:** Ms. Osborn, Ms. Hunt, Mrs. Sorrells  
**Activity:** Collect final semester/trimester follow up data
- Oct 13, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Oct 13, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Oct 13, 2008:** Collect Percentage of Teachers using Lexiles and Completing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Oct 15, 2008:** Monthly Reading Counts Progress Data  
**Person:** Mrs. Osborn  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Oct 15, 2008:** Prepare Home R.E.A.D. I.T. Logs  
**Person:** Each Classroom Teacher  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Oct 17, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Oct 20, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Oct 20, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers

- Oct 20, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Oct 24, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Oct 26, 2008:** Incentives for Reading Counts  
**Person:** Mrs. Osborn  
**Activity:** Parents and Teachers
- Oct 27, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Oct 27, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Oct 27, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Oct 31, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Nov 3, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Nov 3, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Nov 3, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Nov 7, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Nov 7, 2008:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Nov 10, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Nov 10, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Nov 10, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts

- Nov 14, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Nov 15, 2008:** Monthly Reading Counts Progress Data  
**Person:** Mrs. Osborn  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Nov 15, 2008:** Prepare Home R.E.A.D. I.T. Logs  
**Person:** Each Classroom Teacher  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Nov 17, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Nov 17, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Nov 17, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Nov 21, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Nov 23, 2008:** Incentives for Reading Counts  
**Person:** Mrs. Osborn  
**Activity:** Parents and Teachers
- Nov 24, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Nov 24, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Nov 24, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Nov 28, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Dec 1, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Dec 1, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Dec 1, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts

- Dec 5, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Dec 7, 2008:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Dec 8, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Dec 8, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Dec 8, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Dec 12, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Dec 15, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Dec 15, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Dec 15, 2008:** Monthly Reading Counts Progress Data  
**Person:** Mrs. Osborn  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Dec 15, 2008:** Prepare Home R.E.A.D. I.T. Logs  
**Person:** Each Classroom Teacher  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Dec 15, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Dec 18, 2008:** Review Logs of Classroom Teachers for Number of Entries and Percent of Teachers Participating  
**Person:** Ms. Osborn, Ms. Hunt, Mrs. Sorrells and Mrs. Wilkowski  
**Activity:** Collect first semester/trimester follow up data
- Dec 19, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Dec 22, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Dec 22, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers

- Dec 22, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Dec 26, 2008:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Dec 28, 2008:** Incentives for Reading Counts  
**Person:** Mrs. Osborn  
**Activity:** Parents and Teachers
- Dec 29, 2008:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Dec 29, 2008:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Dec 29, 2008:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jan , 2009:** Review Logs of Classroom Teachers for Number of Entries and Percent of Teachers Participating  
**Person:** Classroom Teachers  
**Activity:** Collect first semester/trimester follow up data
- Jan 2, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Jan 5, 2009:** Review for Number of Logs in Use and Classroom Time Planned to Implement  
**Person:** Classroom Teachers  
**Activity:** Collect final semester/trimester follow up data
- Jan 5, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Jan 5, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Jan 5, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jan 7, 2009:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jan 9, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Jan 12, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers

- Jan 12, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Jan 12, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jan 15, 2009:** Monthly Reading Counts Progress Data  
**Person:** Mrs. Osborn  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Jan 15, 2009:** Prepare Home R.E.A.D. I.T. Logs  
**Person:** Each Classroom Teacher  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Jan 16, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Jan 19, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Jan 19, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Jan 19, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jan 23, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Jan 25, 2009:** Incentives for Reading Counts  
**Person:** Mrs. Osborn  
**Activity:** Parents and Teachers
- Jan 26, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Jan 26, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Jan 26, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Jan 30, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Feb 2, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers

- Feb 2, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Feb 2, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Feb 6, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Feb 7, 2009:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Feb 9, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Feb 9, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Feb 9, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Feb 13, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Feb 15, 2009:** Monthly Reading Counts Progress Data  
**Person:** Mrs. Osborn  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Feb 15, 2009:** Prepare Home R.E.A.D. I.T. Logs  
**Person:** Each Classroom Teacher  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Feb 16, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Feb 16, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Feb 16, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Feb 20, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Feb 23, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers

- Feb 23, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Feb 23, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Feb 27, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Mar 1, 2009:** Incentives for Reading Counts  
**Person:** Mrs. Osborn  
**Activity:** Parents and Teachers
- Mar 2, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Mar 2, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Mar 2, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Mar 6, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Mar 6, 2009:** Review for Number of Logs in Use and Classroom Time Planned to Implement  
**Person:** Classroom Teachers  
**Activity:** Collect final semester/trimester follow up data
- Mar 7, 2009:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Mar 9, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Mar 9, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Mar 9, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Mar 13, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Mar 15, 2009:** Monthly Reading Counts Progress Data  
**Person:** Mrs. Osborn  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs

- Mar 15, 2009:** Prepare Home R.E.A.D. I.T. Logs  
**Person:** Each Classroom Teacher  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Mar 16, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Mar 16, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Mar 16, 2009:** Collect Percentage of Teachers using Lexiles and Completing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Mar 20, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Mar 23, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Mar 23, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Mar 23, 2009:** Collect Percentage of Teachers using Lexiles and Completing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Mar 27, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Mar 30, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Mar 30, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Mar 30, 2009:** Collect Percentage of Teachers using Lexiles and Completing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Apr 3, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Apr 6, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Apr 6, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers

- Apr 6, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Apr 7, 2009:** Logs for Class Titles and Time  
**Person:** Grade Level Task Force Chair to Post to Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Apr 10, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Apr 13, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Apr 13, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Apr 13, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Apr 15, 2009:** Monthly Reading Counts Progress Data  
**Person:** Mrs. Osborn  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Apr 15, 2009:** Prepare Home R.E.A.D. I.T. Logs  
**Person:** Each Classroom Teacher  
**Activity:** Reading Counts Program Utilized with Lexiles and Reading Logs
- Apr 17, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Apr 20, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Apr 20, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers
- Apr 20, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs  
**Person:** Mrs. Osborn  
**Activity:** SRI and Reading Counts
- Apr 24, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.  
**Person:** Betsy Hunt  
**Activity:** Book Clubs
- Apr 27, 2009:** Provide Incentives and Celebrations for Students Completing Logs  
**Person:** Classroom Teachers  
**Activity:** Parents and Teachers
- Apr 27, 2009:** Weekly Recognition of Top Grade Level Classrooms in Newsletter  
**Person:** Mrs. McCurry  
**Activity:** Parents and Teachers

**Apr 27, 2009:** Collect Percentage of Teachers using Lexiles and Completeing Logs

**Person:** Mrs. Osborn

**Activity:** SRI and Reading Counts

**May 1, 2009:** Teachers will meet and discuss student literature and share ideas for teaching it in the classroom.

**Person:** Betsy Hunt

**Activity:** Book Clubs

**May 6, 2009:** Reading Counts Progress in Percentatge of Teachers and Students Using the Program and Percentage Using Lexile Ranges on the Logs

**Person:** Susan Alexander, Stephanie Bateman and Kristy Osborn

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

## Teacher Mentoring Program

**Aug 8, 2008:** Continue PD as scheduled by the district.

**Person:** Mrs. Wilkowski

**Activity:** Coaches provide PD

**Aug 8, 2008:** Coaches schedule observations on a rotating basis for all teachers.

**Person:** Mrs. Tiede, Ms. Hunt

**Activity:** Coaches will observe teachers.

**Aug 8, 2008:** Publish # of times modeling and observation occurred last year.

**Person:** Coaches

**Activity:** Collect baseline data

**Aug 8, 2008:** Coaches schedule modeling on a rotating basis for all teachers.

**Person:** Mrs. Tiede, Ms. Hunt

**Activity:** Modeled Lessons are Recorded

**Aug 29, 2008:** Distribute Schedules for PD, modeling of lessons, and observation

**Person:** Coaches

**Activity:** Coaches provide PD

**Sep 2, 2008:** Provide Resource List for Support

**Person:** Coaches

**Activity:** Coaches provide PD

**Sep 5, 2008:** Log Book Collection of Data

**Person:** Coaches

**Activity:** Coaches keep track of support given in log book.

**Dec 18, 2008:** Record # of times teachers met scheduled model lessons and observations.

**Person:** Coaches

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

**May 22, 2009:** Collect time allocated by coaches monthly.

**Person:** Coaches, Mrs. Wilkowski

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

**May 22, 2009:** Survey teachers in resources used.

**Person:** Coaches

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

## Continuous Improvement Timeline

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

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