

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

**June 11, 2009 10:56:50**

### **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 Schoolwide
- Title I - School in Improvement

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Marking**

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

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

## **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at [www.asainstitute.org/publicsip](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<br>Areas of Concern<br>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<br>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
- Pam Contreras - Parent/Guardian
- Gary Coons - Community Representative
- Susan Davis - Teacher
- Karen DeJong - Teacher
- Arthur Hinton - Administrator
- Elizabeth Hunt - Teacher
- Beverly Peoples - School
- Sarah Phillips - Teacher
- Whitney Wilkowski - Administrator

## Strategy Chairs

- Amy Abell
- Vicki Cameron
- Vickie Carpenter
- Laura Gridley
- Arthur Hinton
- Elizabeth Hunt
- Sarah Phillips
- Keary Rininger
- Kim Tiede
- Whitney Wilkowski

## Community Council

- Susan Alexander - Teacher
- Gary Coons - Parent/Elected Official
- Patricia Coons - Parent/Businesswoman
- Mrs. DeMichieli - Parent
- Pam Dunblaizer - Teachers Assistant
- M/M Gobbett - University Professor of Biology
- Heather Haseman - Health Care
- Arthur Hinton - Administrator
- Pat Hurley - Parent
- Beverly Peoples - Home School Advisor
- Kathy Peterson - Parent
- Sarah Phillips - ELL teacher
- Keary Rininger - Administration
- Mrs. Siebers - College Biology Professor
- Susan Spencer - Teacher
- Corrie Steed - Teacher
- Christen Tuley - Parent
- Gayal Willis - Stay at Home Mom
- 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:**

a community, teachers and peers who daily live by core, character-building convictions. These include positive role-modeling, challenging curriculum, individualized and differentiated instruction, meaningful and fair assessments and consistent policies and high expectations.

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

maintain consistently positive communication that specifically notes behavior so that it meets expectations. Adults will also focus on the academic standards expected, monitor progress and communicate student achievement in terms of strengths and weaknesses in an accurate and timely manner.

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

will develop a love of learning, good work ethic and positive attitude, as well as, their own high expectations and respect and motivation.

## **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 pass all classes: 100%
- % of students who in grade K-1 on grade level in DIBELS: 100%
- % of students who have excellent attendance: 100%

# Academic Goals

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

## 3rd Grade Hispanic Passing Language Arts - ISTEP

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 60        | 45     | 60        | 43     | 60        | 47     | 50        |        | 55        |        | 60        |        | 100         |

## 3rd Grade Hispanic Passing Math - ISTEP

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 60        | 18     | 60        | 43     | 60        | 26     | 40        |        | 45        |        | 50        |        | 100         |

## 4th Grade Hispanic Passing Language Arts - ISTEP

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 60        | 57     | 60        | 14     | 60        | 43     | 50        |        | 55        |        | 60        |        | 100         |

## 4th Grade Hispanic Passing Math - ISTEP

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 60        | 57     | 60        | 36     | 60        | 57     | 60        |        | 65        |        | 70        |        | 100         |

## 5th Grade Hispanic Passing Language Arts - ISTEP

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 60        | 33     | 60        | 36     | 60        | 53     | 60        |        | 65        |        | 70        |        | 100         |

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

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 60        | 60     | 60        | 50     | 60        | 60     | 65        |        | 70        |        | 75        |        | 100         |

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

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 60        | 64.6   | 60        | 65.5   | 70        | 81.5   | 83        |        | 85        |        | 90        |        | 100         |

**EL Learners - Passing ISTEP Language Arts (AYP)**

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| <30       | <30    | 60%       | 31%    | 65%       |        | 70%       |        | 80        |        | 90        |        | 100         |

**EL Learners - Passing ISTEP Math (AYP)**

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| <30       | <30    | 60        | 38%    | 65        |        | 70        |        | 80        |        | 90        |        | 100         |

**Fifth Grade - Computation**

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           |        | 65%       | 63%    | 70%       |        | 72        |        | 74        |        | 100         |

**Fifth Grade - Writing Process**

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           |        | 65%       | 63%    | 70%       |        | 72        |        | 74        |        | 100         |

**Fourth Grade - L. A. Comprehension & Literary Response and Analysis**

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           |        | 65%       | 61%    | 70%       |        | 72        |        | 74        |        | 100         |

**Third Grade - Math Computation**

| 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | 2011-2012 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           |        | 65%       | 61%    | 70%       |        | 72        |        | 74        |        | 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: Teachers will emphasize computation with problem-solving and timed tests of math facts one day each week.**

Our data indicates that only 59% of our students are passing Math ISTEP. The barriers for this group include the current curriculum de-emphasis on computation and the lack of expectation that basic math facts be known with automaticity.

**Concern: Lack of reading materials to differentiate instruction**

Our data indicates that only 60% of our students are passing Reading ISTEP. The barriers are lack of reading materials to differentiate instruction and the need to increase amount of reading expected each week in the classroom.

**Concern: Need a school wide, uniformed discipline plan**

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." Another barrier to character building, besides building consensus among staff with expectations, is the continous promotion of positive reinforcement and communcation with families for the same.

**Concern: Students need recognition for good attendance**

## Required Areas of Concern

**A. Parent Involvement**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**K. Attracting Highly Qualified Teachers**

**L. Early Childhood Transition**

**M. Parent Notice - Assessment Results**

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

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

**Q. School-Parent Involvement Policy**

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

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

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**V. Peer Review for SIP**

**W. Timely Additional Assistance**

# Strategies

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

## Local Strategies

### 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.

### Character Builders —

Staff will work to create an environment conducive to learning by implementing the Core Essentials Education Program and Positive Behavior Support. This program will help teachers learn how to continuously provide positive reinforcement of social skills expected in the school environment. Monthly activities will focus on various character traits 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 a bully prevention program, survey our students and continue professional development in cultural competency by explicitly training teachers to use learning strategies that are inclusive. Teachers will be able to recognize what strategies are helpful for specific purposes.

### Safe and Disciplined Learning Environment —

We will continue positive reinforcement for achievement and behavior which will operate in conjunction with our local Kiwanis and their organization's program: Bring Up Grades (B.U.G.) and Caught You Being Good tokens. These activities will be culminated and rewarded quarterly with our own Presidential Awards.

## Required Strategies

### A. Parent Involvement: Increasing Parent Involvement —

A special group of families will be chosen by administration to participate in a monthly parent forum in partnership with some community agencies, such as pediatricians, dieticians and safety personnel, as well as, other local service agencies. These forums will provide health and safety information, free gifts and time to communicate and build relationships with community members. All sessions involve an open question and answer period.

### F. Encourage Rigorous Curriculum —

Extended learning activities will be in place for students who are in the cluster GT grouping. We will also offer projects originally intended for high ability students and encourage all students to enroll in the projects. Differentiated instruction will be offered by the GT cluster classroom teacher for all students to make choices in every grading period. The extended opportunities will be shared in a public access site for all interested teachers and parents.

### F. Encourage Rigorous Curriculum: Assessment Wall —

All teachers will meet at the assessment wall on a monthly 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 monitor the below basic students. 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.

### I. Focused Academic Area: Math Computation —

Staff will provide extra fact and problem-solving practice on a weekly basis to improve computation skills. Students will take practice fact tests that are aligned to grade level pacing and State Standards. These will be used to test student knowledge by the end of each week. Focus on the basic math facts is for fluency.

**I. Focused Academic Area: Reading Comprehension —**

Staff will work to improve reading comprehension skills and literary responses for all students. We will use reading Response Logs—students will be expected to record titles, genre, time read and a response to the literature in the daily logs this year.

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

The current teachers' licenses will be reviewed by our central office to determine the rigorous licensing exam taken. If there is no rigorous exam, such as is the case with teachers' having licenses issued under Rules 45/46, individual interviews will take place as required by DOE to qualify these teachers through HOUSE, or some other DOE approved method. All attempts will be made to only hire Highly Qualified teachers when there is choice. The teacher's names, qualifications and this information will be reviewed, listed and updated yearly.

**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 Transition: Transition From Early Childhood —**

S.U.R.E. Program (Send Us Ready for Education) Abraham Lincoln will invite incoming Kindergarten 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 meet 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. Parent Notice - Assessment Results —**

InSAI Steering committee will present ISTEP results to parents during an evening meeting when results are available. Translators will be available for Spanish and Chin speaking families. All written handouts will also be translated. This will be a question/answer forum for parents/guardians to better grasp how their child/children are performing in school. Goals for the Spring will be determined by the group.

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

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 principal signatures) to all 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. In addition, we will offer summer programming and have grant money to support the program for our student groups that have demonstrated need.

**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 remediation, acceleration and professional development in the areas of math and reading. Coaches will help assist teachers by modeling lessons in the classroom, observing teacher lessons, reviewing data and providing support for teachers when needed.

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

We will continue to distribute the Parent Involvement policy, which includes the components on DOE's School Parent Involvement Policy checklist, to parents by means of the school newsletter, student handbook, and the annual meeting. The policy will be distributed for annual review in August. Parents are asked to review the document and attend the Title 1 Night in August and make suggestions for revision. Calling, or writing, to the principal are also published and stated as acceptable means of making suggestions. All input is documented. The policy is always available as a hand out in English, Spanish and

Chin in the front lobby of the school as well. The policy is also always available by the sign-in sheets for each school event.

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

A letter will be mailed to all families stating 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. The letter will include all the components on DOE's Parent Right to Know Letter checklist. This letter is provided by our central office and will be sent in the Fall.

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

A letter will be sent to parents notifying them if a teacher instructing their student(s) is not highly qualified. This letter is provided by our Central Office and is sent in the Fall, if necessary.

#### **S. School-Parent Compact —**

A copy of the School Parent Compact, including all components on DOE's School Parent Compact checklist, 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 in August. The revision window remains open through September; then closes in October. A revision committee is formed based on interest in the community and at school. The compact is edited and presented in a newsletter. Other copies are available as handouts in English, Spanish and Chin in the front lobby. The compact is provided to every family during evening meetings throughout the year.

#### **T. Annual Parent Meeting —**

We will convene a flexible number of annual parent meetings (such as morning and evening so that as many parents as possible are able to attend), at a time convenient for parents in August. We will invite all parents of children participating in Title I, Part A programs and encourage them to attend. We will inform them of the school's participation in Title I, Part A programs, and explain the Title I, Part A requirements and the right of parents to be involved in those programs. The documentation, including an agenda and a parent sign-in sheet, will be kept in preparation for a DOE monitoring visit.

#### **U. Focused Student Group: ELL-Hispanic —**

Our focused student group will be targeted for instructional strategies for vocabulary development. Staff will use research based practices and instructional strategies to teach a core academic vocabulary which will be chosen by a multi-grade level committee. Student notebooks will provide evidence of words introduced and practiced. Classroom teachers, academic coaches and administration will track the progress of this group quarterly with the core of vocabulary words.

#### **U. Focused Student Group: Remediation Strategies —**

Classroom teachers and remediators will use ISTEP data and Indiana State Standards to drive daily acceleration 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.

#### **U. Focused Student Group: Special Education —**

Differentiated instruction will be offered by both the classroom teacher and the Special Education teacher for each of these students. The students will be expected to take the monthly benchmark tests to assess progress with differentiated instruction.

#### **V. Peer Review for SIP —**

The Title 1 Coordinator for MSDPT, a Title 1 principal and a principal of a school that made AYP will meet to review these strategies and make suggestions before they are submitted in final form. After the School Improvement Plan is written, we will also partner with peers from a similar school that was successful in meeting AYP and has significantly higher academic performance for the purpose of reviewing the quality of our School Improvement Plan and making suggestions as appropriate. During the meeting our completed SIP will be reviewed against the DOE Peer Review Checklist. A sign-in form, agenda and documentation, such as notes from the meeting will be kept in preparation for a DOE monitoring visit.

#### **W. Timely Additional Assistance —**

Students will receive extra time and help to develop math computation skills and reading comprehension skills, including written response to literature. Each month, cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data. Academic coaches, teachers of Sp. Ed. and ELL will participate with administrators to provide the extra help during an acceleration period, intervention groups in double-blocked schedules and optional after-school tutoring. Plans and

intervention to improve student achievement in the below basic groups will be formulated based on the monthly meeting discussions and review of student performance in these areas.

# Professional Development

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

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

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

## Attendance

No professional development is needed for this strategy.

## Character Builders

| Professional Development Activity   | Funding  | Activity Purpose                                       |
|---|--|--|
| <i>Teachers will develop and evaluate culturally sensitive instructional strategies.</i>  | Source:<br>Title 1 Grant<br>Amount: \$2,000.00 | Information<br>Skill Building                          |
| Brief Description   | Intended Participants                          | Activity Format  |
| Teachers will meet monthly to discuss what instructional strategies are being used and which have the greatest potential to positively impact student achievement. The consultant will be available for some of these meetings during the year. | Teachers                                       | Presentation/Workshop<br>Collaborative Problem Solving |

## A. Parent Involvement: Increasing Parent Involvement

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum: Assessment Wall

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

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

## I. Focused Academic Area: Math Computation

No professional development is needed for this strategy.

## I. Focused Academic Area: Reading Comprehension

| <b>Professional Development Activity</b>  | <b>Funding</b>                                 | <b>Activity Purpose</b>   |
|---|--|---|
| <i>Teachers will analyze student responses to literature.</i>   | Source:<br>Title 1 Grant<br>Amount: \$2,000.00 | Feedback/Support<br>Refinement  |
| <b>Brief Description</b>  | <b>Intended Participants</b>                   | <b>Activity Format</b>  |
| Teachers will learn to apply higher order thinking skills and assess student development in these skills through examination of the students' written responses to literature. Smekens Education will send a consultant, Courtney Gordon, to work with teachers at Abraham Lincoln. Her visits include modeling, presentations and study groups. Our literacy coach will continue to provide specific follow-through on the application of using higher order thinking skills in literary response with regularly scheduled classroom visits to model, or provide feedback to the teacher, after each of the consultant's visits. | Teachers                                       | Presentation/Workshop<br>Study Group<br>Peer Coaching<br>Professional Reading |

## L. Early Childhood Transition: 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)

No professional development is needed for this strategy.

## U. Focused Student Group: Remediation Strategies

| <b>Professional Development Activity</b>   | <b>Funding</b>  | <b>Activity Purpose</b>   |
|--|---|---|
| <i>Teachers will meet in summer retreat to create standards-based planning calendars</i>   | Source:<br>Local School Supply<br>Money<br>Amount: \$100.00 | Skill Building  |
| <b>Brief Description</b>   | <b>Intended Participants</b>                                | <b>Activity Format</b>  |
| Academic coaches will provide a template for grade level teams of teachers to delineate core standard instruction for each month of the school year. Consensus will be reached on the core standards, a master schedule and ELL and Special Education teacher collaboration in the classrooms. Emphasis for key assessment dates and strategy development timelines will be given. | Teachers<br>Administrators                                  | Study Group<br>Professional Reading<br>Collaborative Problem<br>Solving |

## **W. Timely Additional 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: Teachers will emphasize computation with problem-solving and timed tests of math facts one day each week.**

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

- 3rd Grade Hispanic Passing Math -- ISTEP
- 4th Grade Hispanic Passing Math -- ISTEP
- 5th Grade Hispanic Passing Math -- ISTEP
- EL Learners -- Passing ISTEP Math (AYP)
- Fifth Grade -- Computation
- Third Grade -- Math Computation

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

- W. Timely Additional Assistance

### **Concern: Lack of reading materials to differentiate instruction**

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

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 4th Grade Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Language Arts -- ISTEP
- EL Learners -- Passing ISTEP Language Arts (AYP)
- Fifth Grade -- Writing Process
- Fourth Grade -- L. A. Comprehension & Literary Response and Analysis

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

- W. Timely Additional Assistance

### **Concern: Need a school wide, uniformed discipline plan**

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

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

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

- Character Builders
- Safe and Disciplined Learning Environment

## **Concern: Students need recognition for good attendance**

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

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

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

- Attendance

## **Required Areas of Concern**

### **A. Parent Involvement (SW, In Improvement)**

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

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

- Safe and Disciplined Learning Environment
- A. Parent Involvement: Increasing Parent Involvement

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

#### **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 Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Math -- ISTEP
- EL Learners -- Passing ISTEP Language Arts (AYP)
- EL Learners -- Passing ISTEP Math (AYP)

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

- F. Encourage Rigorous Curriculum
- F. Encourage Rigorous Curriculum: Assessment Wall

### **I. Focused Academic Area (PL221, SW, In Improvement)**

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

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

- I. Focused Academic Area: Math Computation
- I. Focused Academic Area: Reading Comprehension

### **J. Instruction by Highly Qualified Teachers (SW)**

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

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

- J. Instruction by Highly Qualified Teachers

## **K. Attracting Highly Qualified Teachers (SW)**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

## **L. Early Childhood Transition (SW)**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- L. Early Childhood Transition: Transition From Early Childhood

## **M. Parent Notice - Assessment Results (SW)**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- M. Parent Notice - Assessment Results

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

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- N. Parent Notice - School in Improvement

## **O. Extended Learning Activities (In Improvement)**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- O. Extended Learning Activities: Extra Help Initiatives

## **P. Teacher Mentoring Program (In Improvement)**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

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

## **Q. School-Parent Involvement Policy (SW)**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

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

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

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

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

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

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

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

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

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

## **S. School-Parent Compact (SW)**

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

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

- S. School-Parent Compact

## **T. Annual Parent Meeting (SW)**

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

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

- T. Annual Parent Meeting

## **U. Focused Student Group (PL221, SW)**

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

- 3rd Grade Hispanic Passing Language Arts -- ISTEP
- 4th Grade Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Language Arts -- ISTEP

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

- U. Focused Student Group: Remediation Strategies
- U. Focused Student Group: ELL-Hispanic
- U. Focused Student Group: Special Education

## **V. Peer Review for SIP (In Improvement)**

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

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

- V. Peer Review for SIP

## **W. Timely Additional Assistance (SW)**

### **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 Hispanic Passing Language Arts -- ISTEP
- 5th Grade Hispanic Passing Math -- ISTEP
- EL Learners -- Passing ISTEP Language Arts (AYP)
- EL Learners -- Passing ISTEP Math (AYP)

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

- W. Timely Additional Assistance

## 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:   | Central Office   | Force Field Report B: Curriculum Additional Data #1  |
| Titles and descriptions of assessment instruments to be used in addition to ISTEP+: | Brigance-Early Childhood Readiness Skills Assessment, general pre-school readiness assessment D.I.B.E.L.S. Dynamic Indicators of Basic Early Literacy Skills, developmental reading inventory Running Records for accuracy, miscue analysis, fluency and comprehension are noted and scored for below basic, basic, proficient and advanced SRI-Scholastic Reading Inventory for Lexile and Comprehension, assesses reading range for independent reading and students' ability to comprehend material at that level EDM-Everyday Math pre, post and unit tests, based on curriculum and state standards items indicate which areas are at mastery and which require more instruction Scott Foresman Comprehension Tests, provided by the adopted curriculum-these multiple choice tests assess recall of story information Writing Prompts-4 a year with State Rubric Assessment, measures application of process writing standards and conventions Computerized, monthly benchmark tests based on grade level skill strands from the state standards in grades 2-5 | Force Field Report C: Assessment Additional Data #1  |
| Statutes and rules to be waived:  | none   | Force Field Report G: Environment Additional Data #2 |
| Program Consolidation Plan:   | We Title 1 Schoolwide and are consolidating Reading Recovery services with the tiers of intervention for all students. Classroom teachers will use current standards and curriculum to teach all students at grade level and then also at thier current achievement level. The groups will be flexible. Interventionists and remediators will work with any student not at grade level to close the gaps in achievement. Academic coaches will help determine levels of need. Those most in need will receive a final 1:1 tier of intervention. No specific programs are implemented other than Reading Recovery Training and a Comprehensive Intervention Model.  | 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.

## Attendance

**Apr 10, 2009:** ARK attendance records will be checked daily and reported monthly.

**Person:** Keary Rininger

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

**Apr 10, 2009:** Collect and record Percentage of absent students who received the phone calls from the automated system.

**Person:** Keary Rininger

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

**Apr 10, 2009:** The office will check the ARK reports of teachers who have submitted daily attendance.

**Person:** Keary Rininger

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

**Aug 10, 2009:** ARK attendance records will be checked daily and reported monthly.

**Person:** Keary Rininger

**Activity:** Collect baseline data

**Aug 10, 2009:** Collect and record Percentage of absent students who received the phone calls from the automated system.

**Person:** Keary Rininger

**Activity:** Collect baseline data

**Aug 10, 2009:** The office will check the ARK reports of teachers who have submitted daily attendance.

**Person:** Keary Rininger

**Activity:** Collect baseline data

**Aug 14, 2009:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**Aug 14, 2009:** Record Weekly Classroom Attendance

**Person:** Joanne Shaw

**Activity:** Quarterly Attendance Convocations

**Aug 21, 2009:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**Aug 28, 2009:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**Sep 4, 2009:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**Sep 11, 2009:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**Sep 18, 2009:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

- Sep 25, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Oct 2, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Oct 9, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Oct 16, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Oct 23, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Oct 30, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Nov 6, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Nov 13, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Nov 20, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Nov 27, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Dec 4, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions
- Dec 10, 2009:** ARK attendance records will be checked daily and reported monthly.  
**Person:** Keary Rininger  
**Activity:** Collect first semester/trimester follow up data
- Dec 10, 2009:** Collect and record Percentage of absent students who received the phone calls from the automated system.  
**Person:** Keary Rininger  
**Activity:** Collect first semester/trimester follow up data
- Dec 10, 2009:** The office will check the ARK reports of teachers who have submitted daily attendance.  
**Person:** Keary Rininger  
**Activity:** Collect first semester/trimester follow up data
- Dec 11, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Dec 18, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Dec 25, 2009:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Jan 1, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Jan 8, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Jan 15, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Jan 22, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Jan 29, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Feb 5, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Feb 12, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Feb 19, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Feb 26, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Mar 5, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Mar 12, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Mar 19, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Mar 26, 2010:** Classroom Attendance Recorded  
**Person:** Joanne Shaw  
**Activity:** Attendance Convo Recognitions

**Apr 2, 2010:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**Apr 9, 2010:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**Apr 16, 2010:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**Apr 23, 2010:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**Apr 30, 2010:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**May 7, 2010:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

**May 14, 2010:** Classroom Attendance Recorded

**Person:** Joanne Shaw

**Activity:** Attendance Convo Recognitions

## Character Builders

**May 25, 2009:** Teachers will plan to use culturally responsive instructional strategies.

**Person:** Renae Azizz

**Activity:** Teachers will develop and evaluate culturally sensitive instructional strategies.

**Jun 1, 2009:** Teachers will plan to use culturally responsive instructional strategies.

**Person:** Renae Azizz

**Activity:** Teachers will develop and evaluate culturally sensitive instructional strategies.

**Jun 8, 2009:** Teachers will plan to use culturally responsive instructional strategies.

**Person:** Renae Azizz

**Activity:** Teachers will develop and evaluate culturally sensitive instructional strategies.

**Jun 15, 2009:** Teachers will plan to use culturally responsive instructional strategies.

**Person:** Renae Azizz

**Activity:** Teachers will develop and evaluate culturally sensitive instructional strategies.

**Jun 22, 2009:** Teachers will plan to use culturally responsive instructional strategies.

**Person:** Renae Azizz

**Activity:** Teachers will develop and evaluate culturally sensitive instructional strategies.

**Jun 29, 2009:** Teachers will plan to use culturally responsive instructional strategies.

**Person:** Renae Azizz

**Activity:** Teachers will develop and evaluate culturally sensitive instructional strategies.

**Aug 10, 2009:** Collect and record Percent of students recognized for positive things.

**Person:** Mr. Hinton, Mr. Rininger and Mrs. Dugan

**Activity:** Collect baseline data

**Aug 10, 2009:** Collect and record Percentage of discipline referrals. (Code of Conducts)

**Person:** Sarah Phillips and Kathy Lapkovitch

**Activity:** Collect baseline data

**Aug 10, 2009:** Collect and record Percentage of teachers who say on a self report that they have implemented specific strategies from the book Conscious Discipline.

**Person:** Arthur Hinton

**Activity:** Collect baseline data

**Aug 10, 2009:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

**Sep 10, 2009:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

**Oct 10, 2009:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

**Nov 10, 2009:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

**Dec 10, 2009:** Collect and record Percent of students recognized for positive things.

**Person:** Mr. Hinton, Mr. Rininger and Mrs. Dugan

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

**Dec 10, 2009:** Collect and record Percentage of discipline referrals. (Code of Conducts)

**Person:** Sarah Phillips and Kathy Lapkovitch

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

**Dec 10, 2009:** Collect and record Percentage of teachers who say on a self report that they have implemented specific strategies from the book Conscious Discipline

**Person:** Arthur Hinton

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

**Dec 10, 2009:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

**Jan 10, 2010:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

**Feb 10, 2010:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

**Mar 10, 2010:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

**Apr 10, 2010:** Collect and record Percent of students recognized for positive things.

**Person:** Mr. Hinton, Mr. Rininger and Mrs. Dugan

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

**Apr 10, 2010:** Collect and record Percentage of discipline referrals. (Code of Conducts)

**Person:** Sarah Phillips and Kathy Lapkovitch

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

**Apr 10, 2010:** Collect and record Percentage of teachers who say on a self report that they have implemented specific strategies from the book Conscious Discipline

**Person:** Arthur Hinton

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

**Apr 10, 2010:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

**May 10, 2010:** Distribute Code for Web-based Learning

**Person:** Arthur Hinton

**Activity:** Monthly Traits and Lessons are Accessed by Teachers On-line

## Early Childhood Transition

**Mar , 2010:** Advertisement

**Person:** Cecilia Ray

**Activity:** Advertising and Planning for Inroduction to Kindergarten Event

**Mar , 2010:** Agenda and Planning of Program

**Person:** Keary Rininger/Fawn Harris

**Activity:** Advertising and Planning for Inroduction to Kindergarten Event

## Encourage Rigorous Curriculum

**Aug 31, 2009:** Team to meet and collaborate on data to help the children achieve

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

**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Sep 6, 2009:** Students are referenced on index cards

**Person:** Elizabeth Hunt

**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Sep 7, 2009:** Team to meet and collaborate on data to help the children achieve

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

**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Sep 14, 2009:** Team to meet and collaborate on data to help the children achieve

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

**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Sep 21, 2009:** Team to meet and collaborate on data to help the children achieve

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

**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Sep 28, 2009:** Team to meet and collaborate on data to help the children achieve

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

**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Oct 4, 2009:** Progress on assessment tools will be shown quarterly

**Person:** Marinda Grove

**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Oct 5, 2009:** Team to meet and collaborate on data to help the children achieve

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

**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Oct 12, 2009:** Team to meet and collaborate on data to help the children achieve

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

**Activity:** Teachers will meet at the assessment wall on a monthly basis.

- Oct 19, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Oct 26, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Nov 2, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Nov 9, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Nov 16, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Nov 23, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Nov 30, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Dec 6, 2009:** Progress on assessment tools will be shown quarterly  
**Person:** Marinda Grove  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Dec 7, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Dec 14, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Dec 21, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Dec 28, 2009:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Jan 4, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Jan 11, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- Jan 18, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Jan 25, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Feb 1, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Feb 7, 2010:** Progress on assessment tools will be shown quarterly  
**Person:** Marinda Grove  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Feb 8, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Feb 15, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Feb 22, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Mar 1, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Mar 8, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Mar 15, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Mar 22, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Mar 29, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Apr 5, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Apr 11, 2010:** Progress on assessment tools will be shown quarterly  
**Person:** Marinda Grove  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Apr 12, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

**Apr 19, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

- Apr 26, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- May 3, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- May 10, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.
- May 17, 2010:** Team to meet and collaborate on data to help the children achieve  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will meet at the assessment wall on a monthly basis.

## Extended Learning Activities

- , 0:** Students will be invited to stay after school in evenings or summer  
**Person:** Cecilia Ray/Classroom Teachers/ELL and Sp. Ed. Teachers  
**Activity:** After school tutoring
- Aug , 2009:** Student data will be collected and analyzed.  
**Person:** Classroom Teachers  
**Activity:** After school tutoring
- Aug 7, 2009:** Students will be invited to stay after school in evenings or summer  
**Person:** Cecilia Ray/Classroom Teachers/ELL and Sp. Ed. Teachers  
**Activity:** After school tutoring
- Aug 10, 2009:** Collect and record percentage of parents who felt the after school SES programs helped their child do better in school. (survery)  
**Person:** Arthur Hinton  
**Activity:** Collect baseline data
- Aug 30, 2009:** Student data will be collected and analyzed.  
**Person:** Classroom Teachers  
**Activity:** After school tutoring
- Sep 27, 2009:** Student data will be collected and analyzed.  
**Person:** Classroom Teachers  
**Activity:** After school tutoring
- Oct , 2009:** Students will be invited to stay after school in evenings or summer  
**Person:** Cecilia Ray/Classroom Teachers/ELL and Sp. Ed. Teachers  
**Activity:** After school tutoring
- Oct 9, 2009:** Students will be invited to stay after school in evenings or summer  
**Person:** Cecilia Ray/Classroom Teachers/ELL and Sp. Ed. Teachers  
**Activity:** After school tutoring
- Oct 25, 2009:** Student data will be collected and analyzed.  
**Person:** Classroom Teachers  
**Activity:** After school tutoring
- Nov 29, 2009:** Student data will be collected and analyzed.  
**Person:** Classroom Teachers  
**Activity:** After school tutoring

- Dec 10, 2009:** Collect and record percentage of parents who felt the after school SES programs helped their child do better in school. (survery)  
**Person:** Arthur Hinton  
**Activity:** Collect first semester/trimester follow up data
- Dec 11, 2009:** Students will be invited to stay after school in evenings or summer  
**Person:** Cecilia Ray/Classroom Teachers/ELL and Sp. Ed. Teachers  
**Activity:** After school tutoring
- Dec 27, 2009:** Student data will be collected and analyzed.  
**Person:** Classroom Teachers  
**Activity:** After school tutoring
- Jan 31, 2010:** Student data will be collected and analyzed.  
**Person:** Classroom Teachers  
**Activity:** After school tutoring
- Feb 12, 2010:** Students will be invited to stay after school in evenings or summer  
**Person:** Cecilia Ray/Classroom Teachers/ELL and Sp. Ed. Teachers  
**Activity:** After school tutoring
- Feb 28, 2010:** Student data will be collected and analyzed.  
**Person:** Classroom Teachers  
**Activity:** After school tutoring
- Mar 28, 2010:** Student data will be collected and analyzed.  
**Person:** Classroom Teachers  
**Activity:** After school tutoring
- Apr 10, 2010:** Collect and record percentage of parents who felt the after school SES programs helped their child do better in school. (survery)  
**Person:** Arthur Hinton  
**Activity:** Collect final semester/trimester follow up data
- Apr 16, 2010:** Students will be invited to stay after school in evenings or summer  
**Person:** Cecilia Ray/Classroom Teachers/ELL and Sp. Ed. Teachers  
**Activity:** After school tutoring

## Focused Academic Area

- , 0: Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.  
**Person:** Marinda Grove  
**Activity:** Teachers will analyze student responses to literature.
- , 0: 1 Weekly PD a month will focus on student entries and data collection.  
**Person:** Marinda Grove  
**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li
- Jul 5, 2009:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.  
**Person:** Marinda Grove  
**Activity:** Teachers will analyze student responses to literature.
- Jul 5, 2009:** 1 Weekly PD a month will focus on student entries and data collection.  
**Person:** Marinda Grove  
**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li
- Aug 5, 2009:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.  
**Person:** Marinda Grove  
**Activity:** Teachers will analyze student responses to literature.

- Aug 5, 2009:** 1 Weekly PD a month will focus on student entries and data collection.  
**Person:** Marinda Grove  
**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li
- Aug 14, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Aug 21, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Aug 28, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Sep , 2009:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.  
**Person:** Marinda Grove  
**Activity:** Teachers will analyze student responses to literature.
- Sep , 2009:** 1 Weekly PD a month will focus on student entries and data collection.  
**Person:** Marinda Grove  
**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li
- Sep 4, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Sep 5, 2009:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.  
**Person:** Marinda Grove  
**Activity:** Teachers will analyze student responses to literature.
- Sep 5, 2009:** 1 Weekly PD a month will focus on student entries and data collection.  
**Person:** Marinda Grove  
**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li
- Sep 11, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Sep 18, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Sep 25, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Oct 2, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Oct 5, 2009:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.  
**Person:** Marinda Grove  
**Activity:** Teachers will analyze student responses to literature.
- Oct 5, 2009:** 1 Weekly PD a month will focus on student entries and data collection.  
**Person:** Marinda Grove  
**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li

- Oct 9, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Oct 16, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Oct 23, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Oct 30, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Nov 5, 2009:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.  
**Person:** Marinda Grove  
**Activity:** Teachers will analyze student responses to literature.
- Nov 5, 2009:** 1 Weekly PD a month will focus on student entries and data collection.  
**Person:** Marinda Grove  
**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li
- Nov 6, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Nov 13, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Nov 20, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Nov 27, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Dec 4, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
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- Dec 18, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

- Dec 25, 2009:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Jan 1, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Jan 5, 2010:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.  
**Person:** Marinda Grove  
**Activity:** Teachers will analyze student responses to literature.
- Jan 5, 2010:** 1 Weekly PD a month will focus on student entries and data collection.  
**Person:** Marinda Grove  
**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li
- Jan 8, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Jan 15, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Jan 22, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Jan 29, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Feb 5, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Feb 5, 2010:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.  
**Person:** Marinda Grove  
**Activity:** Teachers will analyze student responses to literature.
- Feb 5, 2010:** 1 Weekly PD a month will focus on student entries and data collection.  
**Person:** Marinda Grove  
**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li
- Feb 12, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Feb 19, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Feb 26, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis
- Mar 5, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards  
**Person:** Kim Tiede  
**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**Mar 5, 2010:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.

**Person:** Marinda Grove

**Activity:** Teachers will analyze student responses to literature.

**Mar 5, 2010:** 1 Weekly PD a month will focus on student entries and data collection.

**Person:** Marinda Grove

**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li

**Mar 12, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**Mar 19, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**Mar 26, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**Apr 2, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**Apr 5, 2010:** Teachers will be trained to use a standards based checklist at each grade to qualify student responses with rubrics.

**Person:** Marinda Grove

**Activity:** Teachers will analyze student responses to literature.

**Apr 5, 2010:** 1 Weekly PD a month will focus on student entries and data collection.

**Person:** Marinda Grove

**Activity:** Teachers will monitor and assess the students' record of titles, genre, time read and response to li

**Apr 9, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**Apr 16, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**Apr 23, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**Apr 30, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**May 7, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

**May 14, 2010:** Students will take practice fact tests that are aligned to grade level pacing and State Standards

**Person:** Kim Tiede

**Activity:** Staff will provide extra fact and problem-solving practice on a weekly basis

## Focused Student Group

**, 0:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Jul 5, 2009:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Aug , 2009:** Math and Reading skills will be targeted based on monthly planning calendars created with standards highlighted

**Person:** Grade Level Teams

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Aug 5, 2009:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Aug 10, 2009:** Schedule retreats and time to collaborate

**Person:** Whitney Wilkowski

**Activity:** Teachers will meet in summer retreat to create standards-based planning calendars

**Sep , 2009:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Sep 5, 2009:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Oct 5, 2009:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Nov 5, 2009:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Dec 5, 2009:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Jan 5, 2010:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Feb 5, 2010:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Mar 5, 2010:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**Apr 5, 2010:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

**May 5, 2010:** Students will be identified

**Person:** Classroom Teachers

**Activity:** Classroom teachers will use ISTEP data and Indiana State Standards to guide daily acceleration instr

## Parent Involvement

**Aug 10, 2009:** Collect and record data from Parent Survey

**Person:** Mrs. Wilkowski

**Activity:** Collect baseline data

**Aug 10, 2009:** Collect and record Number of classroom newsletters, "Blackboard" phone calls and webpage updates.

**Person:** Mrs. Wilkowski, Mrs. Christy, the webpage site for Blackboard Notification

**Activity:** Collect baseline data

**Aug 10, 2009:** Collect and record Percentage of teacher initiated contact in the communication log.

**Person:** Mrs. Wilkowski

**Activity:** Collect baseline data

**Sep 6, 2009:** Committee will invite speakers and guests each month.

**Person:** Keary Rininger

**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Sep 6, 2009:** Committee will invite speakers and guests each month.

**Person:** Keary Rininger

**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Oct 6, 2009:** Committee will invite speakers and guests each month.

**Person:** Keary Rininger

**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Oct 6, 2009:** Committee will invite speakers and guests each month.

**Person:** Keary Rininger

**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Nov 6, 2009:** Committee will invite speakers and guests each month.

**Person:** Keary Rininger

**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Nov 6, 2009:** Committee will invite speakers and guests each month.

**Person:** Keary Rininger

**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Dec 6, 2009:** Committee will invite speakers and guests each month.

**Person:** Keary Rininger

**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Dec 6, 2009:** Committee will invite speakers and guests each month.

**Person:** Keary Rininger

**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Dec 10, 2009:** Collect and record data from Parent Survey

**Person:** Mrs. Wilkowski

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

**Dec 10, 2009:** Collect and record Number of classroom newsletters, "Blackboard" phone calls and webpage updates

**Person:** Mrs. Wilkowski, Mrs. Christy, the webpage site for Blackboard Notification

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

**Dec 10, 2009:** Collect and record Percentage of teacher initiated contact in the communication log.

**Person:** Mrs. Wilkowski

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

**Jan 6, 2010:** Committee will invite speakers and guests each month.

**Person:** Keary Rininger

**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Jan 6, 2010:** Committee will invite speakers and guests each month.  
**Person:** Keary Rininger  
**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Feb 6, 2010:** Committee will invite speakers and guests each month.  
**Person:** Keary Rininger  
**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Feb 6, 2010:** Committee will invite speakers and guests each month.  
**Person:** Keary Rininger  
**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Mar 6, 2010:** Committee will invite speakers and guests each month.  
**Person:** Keary Rininger  
**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Mar 6, 2010:** Committee will invite speakers and guests each month.  
**Person:** Keary Rininger  
**Activity:** Committee Meetings to Invite Guests and Stakeholders to Monthly Mtgs.

**Apr 10, 2010:** Collect and record data from Parent Survey  
**Person:** Mrs. Wilkowski  
**Activity:** Collect final semester/trimester follow up data

**Apr 10, 2010:** Collect and record Number of classroom newsletters, "Blackboard" phone calls and webpage updates  
**Person:** Mrs. Wilkowski, Mrs. Christy, the webpage site for Blackboard Notification  
**Activity:** Collect final semester/trimester follow up data

**Apr 10, 2010:** Collect and record Percentage of teacher initiated contact in the communication log.  
**Person:** Mrs. Wilkowski  
**Activity:** Collect final semester/trimester follow up data

## Teacher Mentoring Program

**, 0:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove  
**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Jul 5, 2009:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove  
**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Aug 5, 2009:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove  
**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Aug 10, 2009:** Collect and record Percentage classroom observations or documentation of GO chart usage and 7 Keys to Comprehension Strategies

**Person:** Whitney Wilkowski  
**Activity:** Collect baseline data

**Aug 10, 2009:** Collect and record Percentage of teachers who are on target with the township pacing for the Everyday Math program

**Person:** Whitney Wilkowski  
**Activity:** Collect baseline data

**Aug 10, 2009:** Collect and record Percentage of teachers who turn in their monthly benchmark analysis forms.

**Person:** Whitney Wilkowski

**Activity:** Collect baseline data

**Sep , 2009:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Sep 5, 2009:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Oct 5, 2009:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Nov 5, 2009:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Dec 5, 2009:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Dec 10, 2009:** Collect and record Percentage classroom observations or documentation of GO chart usage and 7 Keys to Comprehension Strategies

**Person:** Whitney Wilkowski

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

**Dec 10, 2009:** Collect and record Percentage of teachers who are on target with the township pacing for the Everyday Math program

**Person:** Whitney Wilkowski

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

**Dec 10, 2009:** Collect and record Percentage of teachers who turn in their monthly benchmark analysis forms.

**Person:** Whitney Wilkowski

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

**Jan 5, 2010:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Feb 5, 2010:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Mar 5, 2010:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Apr 5, 2010:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

**Apr 10, 2010:** Collect and record Percentage classroom observations or documentation of GO chart usage and 7 Keys to Comprehension Strategies.

**Person:** Whitney Wilkowski

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

**Apr 10, 2010:** Collect and record Percentage of teachers who are on target with the township pacing for the Everyday Math program

**Person:** Whitney Wilkowski

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

**Apr 10, 2010:** Collect and record Percentage of teachers who turn in their monthly benchmark analysis forms.

**Person:** Whitney Wilkowski

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

**May 5, 2010:** Teachers will schedule each coach to model lessons in the classroom, observing teacher lessons, or reviewing data and providing support

**Person:** Coaches/Kim Tiede, Marinda Grove

**Activity:** Coaches will mentor teachers through professional development in the areas of math and reading

## Timely Additional Assistance

**, 0:** Documentation will be assisted with scheduled time and meeting agendas

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

**Activity:** Teachers will review student data for below basic groups

**Jun , 2009:** Acceleration period built into master schedule

**Person:** Whitney Wilkowski

**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in

**Jul 5, 2009:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data

**Person:** Coaches/Kim Tiede and Marinda Grove

**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in

**Jul 5, 2009:** Intervention plans to improve student achievement in the below basic groups will be formulated

**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers

**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in

**Jul 17, 2009:** Documentation will be assisted with scheduled time and meeting agendas

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

**Activity:** Teachers will review student data for below basic groups

**Aug 5, 2009:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data

**Person:** Coaches/Kim Tiede and Marinda Grove

**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in

**Aug 5, 2009:** Intervention plans to improve student achievement in the below basic groups will be formulated

**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers

**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in

**Aug 28, 2009:** Documentation will be assisted with scheduled time and meeting agendas

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

**Activity:** Teachers will review student data for below basic groups

**Sep , 2009:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data

**Person:** Coaches/Kim Tiede and Marinda Grove

**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in

**Sep 5, 2009:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data

**Person:** Coaches/Kim Tiede and Marinda Grove

**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in

- Sep 5, 2009:** Intervention plans to improve student achievement in the below basic groups will be formulated  
**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Oct , 2009:** Intervention plans to improve student achievement in the below basic groups will be formulated  
**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Oct , 2009:** Documentation will be assisted with scheduled time and meeting agendas  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will review student data for below basic groups
- Oct 5, 2009:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data  
**Person:** Coaches/Kim Tiede and Marinda Grove  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Oct 5, 2009:** Intervention plans to improve student achievement in the below basic groups will be formulated  
**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Oct 9, 2009:** Documentation will be assisted with scheduled time and meeting agendas  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will review student data for below basic groups
- Nov 5, 2009:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data  
**Person:** Coaches/Kim Tiede and Marinda Grove  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Nov 5, 2009:** Intervention plans to improve student achievement in the below basic groups will be formulated  
**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Nov 20, 2009:** Documentation will be assisted with scheduled time and meeting agendas  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will review student data for below basic groups
- Dec 5, 2009:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data  
**Person:** Coaches/Kim Tiede and Marinda Grove  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Dec 5, 2009:** Intervention plans to improve student achievement in the below basic groups will be formulated  
**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Jan 1, 2010:** Documentation will be assisted with scheduled time and meeting agendas  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will review student data for below basic groups
- Jan 5, 2010:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data  
**Person:** Coaches/Kim Tiede and Marinda Grove  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Jan 5, 2010:** Intervention plans to improve student achievement in the below basic groups will be formulated  
**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Feb 5, 2010:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data  
**Person:** Coaches/Kim Tiede and Marinda Grove  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in

- Feb 5, 2010:** Intervention plans to improve student achievement in the below basic groups will be formulated  
**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Feb 12, 2010:** Documentation will be assisted with scheduled time and meeting agendas  
**Person:** Mr. Hinton/Mr. Rininger  
**Activity:** Teachers will review student data for below basic groups
- Mar 5, 2010:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data  
**Person:** Coaches/Kim Tiede and Marinda Grove  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Mar 5, 2010:** Intervention plans to improve student achievement in the below basic groups will be formulated  
**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Apr 5, 2010:** cross grade level meetings will occur to review instructional calendars, benchmarks and subgroup data  
**Person:** Coaches/Kim Tiede and Marinda Grove  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in
- Apr 5, 2010:** Intervention plans to improve student achievement in the below basic groups will be formulated  
**Person:** Mr. Hinton/Mr. Rininger/Coaches/ELL and Sp. Ed. Teachers  
**Activity:** Schedule extra time and help to develop math computation skills and reading comprehension skills, in

## Continuous Improvement Timeline

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