

School Improvement Plan - PL221 Version - 2008-2011

June 16, 2008 09:43:03

South Newton Elementary Sch (6431)

South Newton School Corp

Kentland, 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

South Newton Elementary Sch

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

- Indiana Student Achievement Institute
- PL221
- Title I School Wide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Sandra Arini - Administrator
- Kim Cripe - Teacher
- Hugh Larson - Teacher
- Angie Schrinier - Teacher
- Diane Vissering - Parent/Guardian
- Kathi Wilson - School Counselor
- Kim Wilson - Community
- Steve Wilson - Community

Strategy Chairs

- Sandra Arini
- Ed Corbin
- Sandy Dewing
- Donna Garing
- Pam Hasser
- Joan Hays
- Kay Mastarone
- Mark Mayhew
- Blair Reed
- Angie Schrinier
- Sue Stenz
- Kathi Wilson

Community Council

- Amanda Berenda - nurse
- Rita Bohanon - librarian
- Yolanda Carcamo - ESL IA
- Colleen Clifton - Business
- Bonnie Cothran - controller
- Tim Deno
- Sue Frischie - extension agent
- Chris Geswein - beautician
- Pam Hammel
- Kelly Howard - pastor
- Maureen Inman - Head Start
- Madonna Kiifner
- Jennifer Kindig - preschool teacher
- Tim Lohr - farmer/government
- Rev. Mueller - pastor
- Frank Narcaroti - active military
- Dave Riegle - coach
- Jim Sammons - government official
- Mark Warne - banker
- Loretta Wernert - veterinarian

- Brooke Whaley
- Janet Wilhite - teacher

Vision Statement

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

We believe all students deserve:

We believe that all students deserve to be surrounded by adults who believe in them, have high expectations for their learning, and are willing to help children achieve more than they imagine possible. We believe all students deserve a rich educational experience that encourages students to reach high levels of achievement. We believe all students deserve teachers who are energetic, creative, positive, and good role models. We believe all students deserve quality instruction that addresses their individual differences. We believe all students who need extra help and time to be successful deserve to be given extra time and help. We believe that all students deserve to learn in a safe and caring environment. We believe all students deserve parents and community members who value education and communicate high expectations to students.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions: All educators, parents, and community members place a high value on education. They actively communicate these expectations to all students. Adults provide instructional consequences when students misbehave. Parents are actively involved in their child's education by providing an environment that promotes learning and having frequent discussions with the child concerning their learning. Community members and organizations are highly involved and supportive of the school.

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

In this environment where all adults are living by their core convictions, all students have high expectations of themselves. All students are responsible for and highly engaged in their learning. All students exhibit high self-esteem, high self-control, respect for fellow students and adults, display appropriate behavior, and accept responsibility for their actions.

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

- % of students who are 3rd graders mastering ISTEP+: 100%
- % of students who are 4th graders mastering ISTEP+: 100%
- % of students who are 5th graders mastering ISTEP+: 100%
- % of students who are passing all classes: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 100%

Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	66.3		74.2	78	82.0	82		86		90		100

All students - Passing ISTEP+ LanguageArts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68		72	75	81.5	79		83		90		100

All students - Passing ISTEP+ Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	74		77	82	84	86		90		92		100

All students - Passing ISTEP+ Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	67		70	77		80		85		90		100

Special Education - Passing ISTEP+ LanguageArts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	22		39.7	35	64	40		45		60		100

Special Education - Passing ISTEP+ Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	28.93		44	50	60	55		61		65		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: Student Ownership of Learning

Only 37% of the students report that they pay attention in class; 20% of the students have personal problems that get in the way of their learning; 49% of the students expect to master the Indiana Standards; 66% of the students expect to pass ISTEP. The faculty and community feel the students are unsure of the expectations of them. The students are unsure of where they are and where they are going.

Concern: Interventions are Needed for Students Not Making Reading Benchmarks

56% of the faculty expect almost all students to master the Indiana Academic Standards. In faculty discussions about this and then on the Instagram of concerns, many staff members reported that knowing what intervention to use for those not mastering the reading standards was a real concern.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

O. Extended Learning Activities

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted 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

Consistent Standards-based K-5 Math Instruction

K-5 teachers will ensure consistent instruction in all Math Standards by charting weekly assessments in student data notebooks.

Expanding Student Data Notebooks for Student Ownership of Learning

Teachers will provide data templates (quality tools) each nine weeks to their students for individual student data notebooks. They will provide SMART Goal sheets so that their students can set goals. Students will then track their goals and accompanying data to take more ownership of their learning.

Success Through Reading Intervention

Teachers will analyze benchmark running records and use data to identify needed interventions. During the 08-09 school year, this committee will develop a list of interventions with students who do not make the reading benchmarks.

Required Strategies

A. Parent Involvement: Making Parent Involvement More Meaningful

In addition to current parent involvement which includes 4 Kindergarten Family Nights, PTO, Family Fun Night, Back to School Kick Off Night, fall and spring parent teacher conferences, Title I Literacy Night, 4th Grade Parent Night, and Carnival of the Arts, each grade level will provide one opportunity for meaningful parent involvement each semester.

B. Technology Coordination

K-5 classrooms use the classroom units for skills and concept review and student projects. In the two computer labs, all grade levels are introduced to different software programs, Microsoft Office suite, internet activities such as research, webquest, educational games. The projects are all standards based. With special ed students, they do the regular grade level projects, but in a smaller settings with more assistance. They also do skill review work. Our elementary technology plan follows the technology policy and plan for the South Newton School Corporation.

C. Safe and Disciplined Learning Environment: Lifeskills and Lifelong Guidelines

We are a CLASS school where the staff and the Channel 66 team(student TV reporters) focus on the lifeskills and lifelong guidelines. During the morning Channel 66 report, students introduce or review one of the characteristics. Classroom teachers, administrators, and the counselor support and follow up on those characteristics.

D. Attendance

We will continue with our school corporation attendance policy.

G1. Exceptional Learners - Gifted

SNSI(South Newton Scientific Investigators)is a multiage class for gifted and high ability students. This pullout class meets daily for 45 minutes with the primary focus being problem solving. It is held in our science lab.

G2. Exceptional Learners - Special Education

Special education team has implemented several interventions for their students such as Wilson Reading and My Skills Tutor. The team meets on a weekly basis to discuss each student's progress and plan for further intervention.

H. Cultural Competency

Through our CLASS lifeskills and lifelong guidelines, Channel 66 student team and classroom teacher continue to teach and review. This is always ongoing. Through Peaceable Place lessons, the counselor teaches tolerance and acceptance of others. All classes have lessons each year.

I. Focused Instruction / Curriculum: Reading Comprehension

Our teachers will use learned reading comprehension skills from the 2008-2009 school year to raise the reading comprehension scores of all students, especially those in special education.

J. Instruction by Highly Qualified Teachers

South Newton School Corporation only hires highly qualified teachers as a matter of policy. We will continue to follow that policy.

K. Attracting Highly Qualified Teachers

South Newton School Corporation will continue to recruit only highly qualified teachers and pay a respectable salary.

L. Early Childhood Assistance

In the fall we will host an area preschool, Headstart, and kindergarten collaboration meeting. In the spring, we will host a day where preschools, Headstart, and students registered for kindergarten can visit for a morning. We will have activities in the classroom, music, etc for the students and a discussion group with the parents conducted by a kindergarten teacher, special education teacher, and principal. Following the discussion group, a tour will be given of our school. Also, any preschool child who has an IEP, during their spring annual case review, has a team attend from SNES to aid in his/her transition. This team consists of an administrator, speech teacher, kindergarten teacher, and other staff if needed. The conference is arranged by the preschool teacher and is held in the spring prior to kindergarten.

M. Assessment Results to Parents

All ISTEP+ assessment results are gone over with the individual students by the principal and then sent to the parents as soon as they are delivered to the school. All fall NWEA assessment results are given to the parents at the fall parent teacher conference. The winter NWEA results are sent in the semester report card and the spring NWEA results are sent home in the final report card. Each quarter the first and second grades report reading benchmarks to the parents.

O. Extended Learning Activities: After School Remediation

South Newton Elementary will offer after school remediation to all students not meeting grade level benchmarks in reading or math and to all students not passing standards on the ISTEP+.

Q. School-Parent Involvement Policy

We will continue with our school corporation and school parent involvement policies. It is written in the school corporation adopted policies and our student handbook.

R. Parent Right-to-Know Letter

Sandra Arini, principal, will send the parents right-to-know letter if there is ever a situation where a teacher is not highly qualified. All efforts will be made to keep this situation from occurring.

S. School-Parent Compact

At our spring parent Title I meeting we will review and revise our School-Parent Compact. At our Fall Back to School Kick Off, the parent, student, and teacher will sign the School -Parent Compact.

T. Annual Parent Meeting

We will continue to have our Title I Annual Parent Meeting in September at 7:00 P.M. Alternative date and time will be offered for parents not able to attend. This is on the school calendar that all parents receive, the school newsletter, and a reminder letter.

U. Targeted Assistance

Special education students will have reading and math interventions during the school day in inschool skill building time. All teachers will work with a group. Students will work on the area of greatest needs daily for a month. Assessments for reading will be the reading benchmarks; math skills will be determined by the weekly math standards assessments.

Professional Development

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

Consistent Standards-based K-5 Math Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Work Days</i>	Source: none needed Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Committee will go over how and when to assess with teachers. They will also give the teachers the assessments and the templates to track the data.	Teachers Administrators	Presentation/Workshop

Expanding Student Data Notebooks for Student Ownership of Learning

Professional Development Activity	Funding	Activity Purpose
<i>Gateway to Mastery Training</i>	Source: IN professional development funds Amount: \$ 3500	Information Skill Building
Brief Description	Intended Participants	Activity Format
Burgard & Associate will lead staff inn using quality improvement strategies. They will also assist staff in the development of specific quality tools for their classrooms.	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>National Quality Education Conference</i>	Source: applying for State Farm Grant Amount: \$ 4000	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Committee will attend the National Quality Education Conference and then share with the rest of the staff.	Teachers	Presentation/Workshop Networking/Site Visit

Success Through Reading Intervention

Professional Development Activity	Funding	Activity Purpose
<i>Fountas & Pinnell Benchmark Assessment Kit Training</i>	Source: Title II Amount: \$ 3500	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will be trained in using the Fountas & Pinnell Benchmark Assessment Kit. They will use these to assess students quarterly.	Teachers Administrators	Presentation/Workshop Other

A. Parent Involvement: Making Parent Involvement More Meaningful

No professional development is needed for this strategy.

I. Focused Instruction / Curriculum: Reading Comprehension

Professional Development Activity	Funding	Activity Purpose
<i>Train teachers on Fountas & Pinnell benchmark kits so comprehension assessment is consistent</i>	Source: Title II Amount: \$3500	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will be trained in using the Fountas & Pinnell Benchmark Assessment Kit. They will use these to assess students quarterly. This is the same training that is used in Success Through Reading Intervention.	Teachers Administrators	Presentation/Workshop Other

Professional Development Activity	Funding	Activity Purpose
<i>Book Study on the Mosaic of Thought 2nd ed.</i>	Source: Title I Amount: \$885.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will be in Study Groups of their choice to study "The Mosaic of Thought" throughout the 2008-2009 school year.	Teachers Administrators	Study Group Professional Reading

L. Early Childhood Assistance

No professional development is needed for this strategy.

O. Extended Learning Activities: After School Remediation

No professional development is needed for this strategy.

U. Targeted Assistance

Professional Development Activity	Funding	Activity Purpose
<i>Staff presentation at retreat</i>	Source: none needed Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Staff presentation on interventions to be used with our special education students.	Teachers Counselors Administrators	Presentation/Workshop

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Student Ownership of Learning

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- Consistent Standards-based K-5 Math Instruction
- Expanding Student Data Notebooks for Student Ownership of Learning
- Success Through Reading Intervention
- G2. Exceptional Learners - Special Education

Concern: Interventions are Needed for Students Not Making Reading Benchmarks

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Reading Comprehension
- Special Education -- Passing ISTEP+ LanguageArts

Strategies to Impact This Concern:

- Success Through Reading Intervention
- G2. Exceptional Learners - Special Education
- I. Focused Instruction / Curriculum: Reading Comprehension
- U. Targeted Assistance

Required Areas of Concern

A. Parent Involvement (PL221, Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math
- All students -- Passing ISTEP+ Reading Comprehension

Strategies to Impact This Concern:

- A. Parent Involvement: Making Parent Involvement More Meaningful

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Lifeskills and Lifelong Guidelines

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math
- All students -- Passing ISTEP+ Reading Comprehension
- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education
- B. Technology Coordination

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- H. Cultural Competency

I. Focused Instruction / Curriculum (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Reading Comprehension

Strategies to Impact This Concern:

- Consistent Standards-based K-5 Math Instruction
- I. Focused Instruction / Curriculum: Reading Comprehension

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math
- All students -- Passing ISTEP+ Reading Comprehension
- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- L. Early Childhood Assistance

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math
- All students -- Passing ISTEP+ Reading Comprehension

Strategies to Impact This Concern:

- M. Assessment Results to Parents

O. Extended Learning Activities (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math
- All students -- Passing ISTEP+ Reading Comprehension
- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- Consistent Standards-based K-5 Math Instruction
- O. Extended Learning Activities: After School Remediation

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ LanguageArts
- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- U. Targeted 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:	Elementary Conference Room	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes Kindergarten/1st/2nd - Indiana Reading Diagnostic Assessment 2-5 grades - NWEA 3-5 grades - ISTEP+	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:	1. Reading Recovery 2. In School Skill Building time - focus on area of need	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.

Consistent Standards-based K-5 Math Instruction

Apr 18, 2005: Collect baseline data via email survey

Person: Sandy Dewing

Activity: Baseline Data

Apr 18, 2008: Analyze baseline data

Person: Sandy Dewing

Activity: Baseline Data

May 15, 2008: Research math standards assessment materials

Person: Committee

Activity: Math Standards Assessment Materials

Aug 12, 2008: Select appropriate math standards assessment materials

Person: Committee

Activity: Math Standards Assessment Materials

Sep 8, 2008: Distribute to K-5 teachers

Person:

Activity: Math Standards Assessment Materials

Sep 8, 2008: Ask for questions and comments

Person: Sandy Dewing

Activity: Monthly Staff Meetings

Sep 8, 2008: Strategy Chair updates

Person: Sandy Dewing

Activity: Monthly Staff Meetings

Sep 8, 2008: Demonstrate how and when to assess

Person: Committee

Activity: Teacher Work Days

Sep 8, 2008: Demonstrate how to record in student data notebooks

Person: Committee

Activity: Teacher Work Days

Oct 8, 2008: Ask for questions and comments

Person: Sandy Dewing

Activity: Monthly Staff Meetings

Oct 8, 2008: Strategy Chair updates

Person: Sandy Dewing

Activity: Monthly Staff Meetings

Nov 8, 2008: Ask for questions and comments

Person: Sandy Dewing

Activity: Monthly Staff Meetings

Nov 8, 2008: Strategy Chair updates

Person: Sandy Dewing

Activity: Monthly Staff Meetings

Dec 8, 2008: Ask for questions and comments
Person: Sandy Dewing
Activity: Monthly Staff Meetings

Dec 8, 2008: Strategy Chair updates
Person: Sandy Dewing
Activity: Monthly Staff Meetings

Dec 15, 2008: Analyze data
Person: Sandy Dewing
Activity: First semester follow up data

Dec 15, 2008: Collect data via email survey
Person: Sandy Dewing
Activity: First semester follow up data

Jan 8, 2009: Ask for questions and comments
Person: Sandy Dewing
Activity: Monthly Staff Meetings

Jan 8, 2009: Strategy Chair updates
Person: Sandy Dewing
Activity: Monthly Staff Meetings

Feb 8, 2009: Ask for questions and comments
Person: Sandy Dewing
Activity: Monthly Staff Meetings

Feb 8, 2009: Strategy Chair updates
Person: Sandy Dewing
Activity: Monthly Staff Meetings

Mar 8, 2009: Ask for questions and comments
Person: Sandy Dewing
Activity: Monthly Staff Meetings

Mar 8, 2009: Strategy Chair updates
Person: Sandy Dewing
Activity: Monthly Staff Meetings

Apr 8, 2009: Ask for questions and comments
Person: Sandy Dewing
Activity: Monthly Staff Meetings

Apr 8, 2009: Strategy Chair updates
Person: Sandy Dewing
Activity: Monthly Staff Meetings

May 8, 2009: Ask for questions and comments
Person: Sandy Dewing
Activity: Monthly Staff Meetings

May 8, 2009: Strategy Chair updates
Person: Sandy Dewing
Activity: Monthly Staff Meetings

May 15, 2009: Analyze data
Person: Sandy Dewing
Activity: Second semester follow up data

May 15, 2009: Collect data via email survey
Person: Sandy Dewing
Activity: Second semester follow up data

Early Childhood Assistance

Mar 15, 2008: Survey preschool, Head Start, and kindergarten teachers
Person: Pam Hasser
Activity: Collect baseline data

Sep 5, 2008: Communicate quarterly with preschool and Head start teachers
Person: Pam Hasser
Activity: Communication

Sep 15, 2008: Arrange for meeting room and refreshments
Person: Holly Gray
Activity: Preschool and Kindergarten Collaborative Meeting

Sep 15, 2008: Invite preschool and Head start teachers
Person: Sue Stenz
Activity: Preschool and Kindergarten Collaborative Meeting

Oct 1, 2008: Host meeting
Person: Committee
Activity: Preschool and Kindergarten Collaborative Meeting

Nov 6, 2008: Communicate quarterly with preschool and Head start teachers
Person: Pam Hasser
Activity: Communication

Dec 15, 2008: Survey preschool, Head Start, and kindergarten teachers
Person: Pam Hasser
Activity: Collect first semester/trimester follow up data

Jan 8, 2009: Communicate quarterly with preschool and Head start teachers
Person: Pam Hasser
Activity: Communication

Mar 12, 2009: Communicate quarterly with preschool and Head start teachers
Person: Pam Hasser
Activity: Communication

Mar 15, 2009: Invite parents and registered kindergarten students
Person: Kindergarten teachers
Activity: Incoming Kindergarten families, preschools, and Head start visit

Mar 15, 2009: Invite preschool and Head start teachers
Person: Sue Stenz
Activity: Incoming Kindergarten families, preschools, and Head start visit

Apr 15, 2009: Survey preschool, Head Start, and Kindergarten teachers
Person: Pam Hasser
Activity: Collect final semester/trimester follow up data

Apr 22, 2009: Host visit for kindergarten families, preschools, and Head Start
Person: Pam Hasser
Activity: Incoming Kindergarten families, preschools, and Head start visit

Expanding Student Data Notebooks for Student Ownership of Learning

- Apr 20, 2008:** Analyze data
Person: Kay Mastarone
Activity: Baseline Data
- Apr 20, 2008:** Collect baseline data
Person: Sandra Arini
Activity: Baseline Data
- May 18, 2008:** Arrange dates with Burgard & Associate
Person: Mark Mayhew
Activity: Gateway to Mastery Training
- May 18, 2008:** Secure funding
Person: Sandra Arini
Activity: Gateway to Mastery Training
- Aug 10, 2008:** Hold Gateway to Mastery Training
Person: Committee
Activity: Gateway to Mastery Training
- Aug 10, 2008:** Secure funding for committee to attend
Person: Committee
Activity: National Quality Education Conference
- Aug 12, 2008:** Identify appropriate resources to support data notebooks
Person: Committee
Activity: Data Notebook Resources
- Aug 12, 2008:** Designate a quality resource teacher for each grade level
Person: Kay Mastarone
Activity: Quality Resource Teacher
- Aug 29, 2008:** Model online resources
Person: Committee
Activity: Data Notebook Resources
- Sep 8, 2008:** Ask for questions and comments
Person: Kay Mastarone
Activity: Monthly staff meeting
- Sep 8, 2008:** Strategy chair updates
Person: Kay Mastarone
Activity: Monthly staff meeting
- Sep 8, 2008:** Assist teachers at their grade level team meeting
Person: Designated quality teacher
Activity: Quality Resource Teacher
- Dec 15, 2008:** Analyze data
Person: Kay Mastarone
Activity: First semester follow up data
- Dec 15, 2008:** Collect data
Person: Sandra Arini
Activity: First semester follow up data
- May 15, 2009:** Analyze data
Person: Kay Mastarone
Activity: Collect final semester/trimester follow up data

May 15, 2009: Collect data
Person: Sandra Arini
Activity: Collect final semester/trimester follow up data

Extended Learning Activities

Aug 15, 2008: Share at faculty meetings
Person: Mandy Nacaroti
Activity: Communicate early and often

Aug 30, 2008: Percent of use of pre and post test for determining skills that need extended learning
Person: Kelley Okos
Activity: Collect baseline data

Aug 31, 2008: Determine remediation groups
Person: Sandra Arini and grade level teams
Activity: Determination of After School Remediation Groups

Aug 31, 2008: NWEA tests for Grades 2-5
Person: Joan Hays
Activity: Determination of After School Remediation Groups

Aug 31, 2008: Reading Benchmarks
Person: All Teachers
Activity: Determination of After School Remediation Groups

Sep 1, 2008: Use reading benchmarks and weekly math standards tests to help assign
Person: Committee
Activity: InSchool Skill Building Groups

Sep 5, 2008: Pre test of specific skill to be addressed
Person: All Teachers
Activity: InSchool Skill Building Groups

Sep 30, 2008: Post test of specific skill that was addressed
Person: All teachers
Activity: InSchool Skill Building Groups

Nov 2, 2008: Use reading benchmarks and weekly math standards tests to help assign
Person: Committee
Activity: InSchool Skill Building Groups

Nov 6, 2008: Pre test of specific skill to be addressed
Person: All Teachers
Activity: InSchool Skill Building Groups

Dec 1, 2008: Post test of specific skill that was addressed
Person: All teachers
Activity: InSchool Skill Building Groups

Dec 18, 2008: Percent of use of pre and post test for determining skills that need extended learning
Person: Kelley Okos
Activity: Collect first semester/trimester follow up data

Jan 3, 2009: Use reading benchmarks and weekly math standards tests to help assign
Person: Committee
Activity: InSchool Skill Building Groups

Jan 8, 2009: Pre test of specific skill to be addressed
Person: All Teachers
Activity: InSchool Skill Building Groups

Feb 2, 2009: Post test of specific skill that was addressed

Person: All teachers

Activity: InSchool Skill Building Groups

Mar 7, 2009: Use reading benchmarks and weekly math standards tests to help assign

Person: Committee

Activity: InSchool Skill Building Groups

Mar 12, 2009: Pre test of specific skill to be addressed

Person: All Teachers

Activity: InSchool Skill Building Groups

Apr 6, 2009: Post test of specific skill that was addressed

Person: All teachers

Activity: InSchool Skill Building Groups

May 9, 2009: Use reading benchmarks and weekly math standards tests to help assign

Person: Committee

Activity: InSchool Skill Building Groups

May 14, 2009: Pre test of specific skill to be addressed

Person: All Teachers

Activity: InSchool Skill Building Groups

May 18, 2009: Percent of use of pre and post test for determining skills that need extended learning

Person: Kelley Okos

Activity: Collect final semester/trimester follow up data

Focused Instruction / Curriculum

, **2008:** Communicate early and often about the goals and tasks of this strategy. Make sure everyone is well-informed at all times and knows to contact committee members for any concerns, questions, and problems.

Person: Blair DiRuzza

Activity: Communication

, **2008:** During our monthly staff meetings, give teachers updates, reminders, and a chance to express their questions and concerns regarding this strategy.

Person: Blair DiRuzza

Activity: Monthly Staff Meetings

, **2008:** Meet as needed with any teachers who have fears and concerns about the goals and tasks of this strategy.

Person: Blair DiRuzza

Activity: Talk To - Talk To Again

Apr 15, 2008: Order benchmark Kits

Person: Blair DiRuzza

Activity: Train teachers on Fountas & Pinnell benchmark kits so comprehension assessment is consistent

Apr 15, 2008: Select date and notify teachers

Person: Blair DiRuzza

Activity: Train teachers on Fountas & Pinnell benchmark kits so comprehension assessment is consistent

Apr 30, 2008: Select training site and get supplies

Person: Blair DiRuzza

Activity: Train teachers on Fountas & Pinnell benchmark kits so comprehension assessment is consistent

May 1, 2008: Secure substitute teachers

Person: Blair DiRuzza

Activity: Train teachers on Fountas & Pinnell benchmark kits so comprehension assessment is consistent

- May 4, 2008:** Send reminder e-mails to teachers of the date and time
Person: Blair DiRuzza
Activity: Train teachers on Fountas & Pinnell benchmark kits so comprehension assessment is consistent
- May 7, 2008:** Ask teachers if 100% of their students are making improvements in reading comprehension based on the Fountas & Pinnell assessment results.
Person: Blair DiRuzza
Activity: Collect baseline data
- Aug 11, 2008:** Check with all teachers in August to ensure they are comfortable with the new benchmarking kit, and are ready to use it for their beginning of year assessments.
Person: Mary Molter
Activity: Fountas & Pinnell Benchmark Training
- Aug 11, 2008:** Order books for the book study.
Person: Cory Groover
Activity: Mosaic of Thought Book Study
- Aug 11, 2008:** At the August teacher's meeting, explain the goals and tasks of the strategy to the teachers.
Person: Blair DiRuzza
Activity: Present Strategy to staff
- Aug 29, 2008:** create template for teachers to complete during their book study meetings
Person: Cory Groover
Activity: Book Study on the Mosaic of Thought 2nd ed.
- Sep 2, 2008:** Set dates and secure substitute teachers for the book studies.
Person: Mary Molter
Activity: Mosaic of Thought Book Study
- Sep 9, 2008:** Create book study groups and notify them of the dates and assignments.
Person: Mary Whaley
Activity: Mosaic of Thought Book Study
- Sep 19, 2008:** Check with teachers to ensure thier students have all been assessed for the first time for the school year.
Person: Mary Molter
Activity: Fountas & Pinnell Benchmark Training
- Jan 19, 2009:** Ask teachers if 100% of their students are making improvements in reading comprehension based on the Fountas & Pinnell assessment results.
Person: Blair DiRuzza
Activity: Collect first semester/trimester follow up data
- Jan 19, 2009:** Check with teachers to ensure all students were mid-year assessed.
Person: Mary Whaley
Activity: Fountas & Pinnell Benchmark Training
- May 30, 2009:** Ask teachers if 100% of their students are making improvements in reading comprehension based on the Fountas & Pinnell assessment results.
Person: Blair DiRuzza
Activity: Collect final semester/trimester follow up data
- May 30, 2009:** Check with teachers to ensure all students were end of year assessed.
Person: Mary Whaley
Activity: Fountas & Pinnell Benchmark Training

Parent Involvement

- May 5, 2008:** Present the results from the 2007-2008 parent survey to teachers to inform them of the activities that do and do not interest parents
Person: Donna Garing
Activity: Survey Results Presentation
- May 29, 2008:** Survey teachers via e-mail to find out their current parent involvement practices or ideas they have for the future
Person: Lou Ann Morton
Activity: Parent Involvement Database
- Jul 24, 2008:** Compile a list of practices teachers are currently using and future ideas they have
Person: Dana Winder
Activity: Parent Involvement Database
- Aug 1, 2008:** Research age-level appropriate parenting tips
Person: Committee
Activity: Parent Tip for "It's Elementary" Newsletter
- Aug 4, 2008:** Post the parent involvement database on the elementary common computer file for all teachers to access
Person: Donna Garing
Activity: Parent Involvement Database
- Aug 12, 2008:** Explain the goals and expectations of this strategy before the school year begins
Person: Donna Garing
Activity: August Staff Retreat
- Aug 12, 2008:** Submit a parenting tip to the school secretary each month
Person: Lorena Payne
Activity: Parent Tip for "It's Elementary" Newsletter
- Aug 29, 2008:** baseline data collected via email
Person: Donna Garing
Activity: Collect baseline data
- Sep 8, 2008:** Allow for question and answer time
Person: Dana Winder
Activity: Monthly Staff Meetings
- Sep 8, 2008:** Encourage teachers to share recent positive parent involvement activities
Person: Lou Ann Morton
Activity: Monthly Staff Meetings
- Sep 8, 2008:** Update and remind the staff of the strategy goals.
Person: Donna Garing
Activity: Monthly Staff Meetings
- Jan 5, 2009:** Survey teachers to determine percentage of teachers providing parent involvement opportunities.
Person: Lou Ann Morton
Activity: Collect first semester/trimester follow up data
- May 15, 2009:** Survey teachers to determine percentage that have provided parent involvement opportunities.
Person: Lou Ann Morton
Activity: Collect final semester/trimester follow up data

Success Through Reading Intervention

- Apr 2, 2008:** Schedule Training Site
Person: Angie Schriener
Activity: Fountas & Pinnell Benchmark Assessment Kit Training

Apr 2, 2008: Secure Substitute Teachers
Person: Sharon Hiatt
Activity: Fountas & Pinnell Benchmark Assessment Kit Training

Apr 16, 2008: Survey for percentage of teachers analyzing benchmark data for baseline data
Person: Angie Schriener
Activity: Benchmark Data

May 9, 2008: Set Training Date
Person: Sandra Arini
Activity: Fountas & Pinnell Benchmark Assessment Kit Training

Aug 30, 2008: Collect benchmark data
Person: Teachers
Activity: Benchmark Data

Sep 5, 2008: Analyze benchmark data
Person: Teachers
Activity: Benchmark Data

Sep 5, 2008: Identify appropriate interventions for students
Person: Teachers
Activity: Benchmark Data

Sep 6, 2008: Provide question and answer time
Person: strategy chair
Activity: Monthly Staff Meeting

Sep 6, 2008: Update staff
Person: strategy chair
Activity: Monthly Staff Meeting

Sep 10, 2008: Deliver interventions
Person: Teachers and literacy team
Activity: Benchmark Data

Nov 1, 2008: Collect benchmark data
Person: Teachers
Activity: Benchmark Data

Nov 6, 2008: Analyze benchmark data
Person: Teachers
Activity: Benchmark Data

Nov 6, 2008: Identify appropriate interventions for students
Person: Teachers
Activity: Benchmark Data

Nov 10, 2008: Research scientifically based reading interventions
Person: Reading Intervention Strategy Committee
Activity: Reading Intervention Committee Meeting

Nov 11, 2008: Deliver interventions
Person: Teachers and literacy team
Activity: Benchmark Data

Dec 1, 2008: Present interventions to grade level team and ISSB committee
Person: Sandra Arini
Activity: Reading Intervention Committee Meeting

- Jan 2, 2009:** Collect benchmark data
Person: Teachers
Activity: Benchmark Data
- Jan 5, 2009:** Survey for percentage of teachers analyzing benchmark data for first semester data
Person: Angie Schriener
Activity: Benchmark Data
- Jan 8, 2009:** Analyze benchmark data
Person: Teachers
Activity: Benchmark Data
- Jan 8, 2009:** Identify appropriate interventions for students
Person: Teachers
Activity: Benchmark Data
- Jan 8, 2009:** Implement reading interventions in the classroom and ISSB
Person: All teachers
Activity: Reading Intervention Committee Meeting
- Jan 13, 2009:** Deliver interventions
Person: Teachers and literacy team
Activity: Benchmark Data
- Mar 6, 2009:** Collect benchmark data
Person: Teachers
Activity: Benchmark Data
- Mar 12, 2009:** Analyze benchmark data
Person: Teachers
Activity: Benchmark Data
- Mar 12, 2009:** Identify appropriate interventions for students
Person: Teachers
Activity: Benchmark Data
- Mar 17, 2009:** Deliver interventions
Person: Teachers and literacy team
Activity: Benchmark Data
- May 8, 2009:** Collect benchmark data
Person: Teachers
Activity: Benchmark Data
- May 14, 2009:** Analyze benchmark data
Person: Teachers
Activity: Benchmark Data
- May 14, 2009:** Identify appropriate interventions for students
Person: Teachers
Activity: Benchmark Data
- May 15, 2009:** Survey for percentage of teachers analyzing benchmark data for second semester data
Person: Angie Schriener
Activity: Benchmark Data
- May 19, 2009:** Deliver interventions
Person: Teachers and literacy team
Activity: Benchmark Data

Targeted Assistance

- Mar 18, 2008:** Collect data to see percent of teachers doing this
Person: Sandra Arini
Activity: Collect baseline data for math standards assessments
- Mar 18, 2008:** collect data to see percent of teachers are doing this
Person: Sandra Arini
Activity: Collect baseline data for reading comprehension
- Aug 5, 2008:** Share the steps for interventions for special ed students
Person: Julia Glover
Activity: Staff presentation at retreat
- Aug 15, 2008:** Share at faculty meetings
Person: committee
Activity: Communicate early and often
- Aug 15, 2008:** Reading benchmark assessments will be given quarterly.
Person: All teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Aug 15, 2008:** Math Standards Assessments will be given weekly.
Person: Sandy Dewing and all teachers
Activity: Student Scores on Weekly Math Standards Assessments
- Sep 1, 2008:** Interventions for special ed students will be based on assessments
Person: Special ed teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Sep 1, 2008:** Interventions for special ed students will be based on assessments
Person: all teachers
Activity: Student Scores on Weekly Math Standards Assessments
- Oct 6, 2008:** Interventions for special ed students will be based on assessments
Person: Special ed teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Oct 17, 2008:** Reading benchmark assessments will be given quarterly.
Person: All teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Oct 17, 2008:** Math Standards Assessments will be given weekly.
Person: Sandy Dewing and all teachers
Activity: Student Scores on Weekly Math Standards Assessments
- Nov 2, 2008:** Interventions for special ed students will be based on assessments
Person: Special ed teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Nov 2, 2008:** Interventions for special ed students will be based on assessments
Person: all teachers
Activity: Student Scores on Weekly Math Standards Assessments
- Dec 1, 2008:** Interventions for special ed students will be based on assessments
Person: Special ed teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Dec 18, 2008:** Collect data to see percent of teachers doing this
Person: Sandra Arini
Activity: Collect first semester data for math standards assessments

- Dec 18, 2008:** collect data to see percent of teachers are doing this
Person: Sandra Arini
Activity: Collect first semester follow up data for reading comprehension
- Dec 18, 2008:** Reading benchmark assessments will be given quarterly.
Person: All teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Dec 18, 2008:** Math Standards Assessments will be given weekly.
Person: Sandy Dewing and all teachers
Activity: Student Scores on Weekly Math Standards Assessments
- Jan 3, 2009:** Interventions for special ed students will be based on assessments
Person: all teachers
Activity: Student Scores on Weekly Math Standards Assessments
- Jan 5, 2009:** Interventions for special ed students will be based on assessments
Person: Special ed teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Feb 2, 2009:** Interventions for special ed students will be based on assessments
Person: Special ed teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Feb 19, 2009:** Reading benchmark assessments will be given quarterly.
Person: All teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Feb 19, 2009:** Math Standards Assessments will be given weekly.
Person: Sandy Dewing and all teachers
Activity: Student Scores on Weekly Math Standards Assessments
- Mar 2, 2009:** Interventions for special ed students will be based on assessments
Person: Special ed teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Mar 7, 2009:** Interventions for special ed students will be based on assessments
Person: all teachers
Activity: Student Scores on Weekly Math Standards Assessments
- Apr 6, 2009:** Interventions for special ed students will be based on assessments
Person: Special ed teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Apr 23, 2009:** Reading benchmark assessments will be given quarterly.
Person: All teachers
Activity: Student Comprehension scores on Reading Benchmarks
- Apr 23, 2009:** Math Standards Assessments will be given weekly.
Person: Sandy Dewing and all teachers
Activity: Student Scores on Weekly Math Standards Assessments
- May 4, 2009:** Interventions for special ed students will be based on assessments
Person: Special ed teachers
Activity: Student Comprehension scores on Reading Benchmarks
- May 9, 2009:** Interventions for special ed students will be based on assessments
Person: all teachers
Activity: Student Scores on Weekly Math Standards Assessments

May 18, 2009: collect data to see percent of teachers are doing this

Person: Sandra Arini

Activity: Collect final semester follow up data for reading comprehension

May 18, 2009: Collect data to see percent of teachers doing this

Person: Sandra Arini

Activity: Collect second semester data for math standards assessments

Continuous Improvement Timeline

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

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