

School Improvement Plan - PL221 Version - 2009-2012

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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 Schoolwide

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
- Kim Cripe
- Sandy Dewing
- Donna Garing
- Pam Hasser
- Joan Hays
- Kay Mastarone
- Mark Mayhew
- Kelley Okos
- Blair Reed
- Todd Rudnick
- Angie Schrinier
- Kathi Wilson

Community Council

- Amanda Berenda - nurse
- Judy Berenda - business owner
- Rita Bohanon - librarian
- Michelle Burris - bank
- Yolanda Carcamo - ESL IA
- Colleen Clifton - Business
- Bonnie Cothran - controller
- Lydia Elson - sales and service associate
- Chris Geswein - beautician
- Maureen Inman - Head Start
- Jennifer Kindig - preschool teacher
- Tim Lohr - farmer/government
- Nicole Massey - EMT
- Rev. Mueller - pastor
- Tansey' Mulligan - Principal
- Frank Narcaroti - active military
- Katie Smith - Job Profiler
- Rev. Ed VanWijk - Pastor
- Mark Warne - banker

- Loretta Wernert - veterinarian
- Brooke Whaley - Newton Co FSA
- Jennifer Whaley - economic development

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 - Mastery of ISTEP+ Reading Comprehension (seat data)

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	
	70	77	81.7	80	85	88		92		96		100

All students - Passing ISTEP+ Math

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	
	77	82	84	86	83	90		92		96		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	
	74.2	78	82.0	82	83.3	86		90				100

All students tested - 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	
	72	75	81.5	79	84	87		92		96		100

Special Education - Passing ISTEP+ LanguageArts

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	
	39.7	35	64	40	60.9	45		60				100

Special Education - Passing ISTEP+ Math

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	
	44	50	60	55	71.1	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: Technology Coordination

Concern: Safe and Disciplined Learning Environment

Concern: 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

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

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 —

We will continue with our school corporation attendance policy.

Consistent Standards Based K-5 Math Assessment and Instruction —

K-5 teachers will ensure consistent assessment and improve instruction in all Math Standards by creating PDSA's in student data notebooks.

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.

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.

Extending Student Data Notebooks for Student Ownership of Learning —

Teachers will provide data notebooks for each classroom including kindergarten (K-5).

Safe and Disciplined Learning Environment —

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.

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.

Required Strategies

A. Parent Involvement: Informal Classroom Activity —

All teachers in the building will invite parents to at least one informal classroom activity.

F. Encourage Rigorous Curriculum: Accelerated Math —

Second through fifth grade students will have the opportunity to receive accelerated math instruction during the daily math time. One teacher per grade level will be the teacher for the accelerated math class.

I. Focused Academic Area: Reading Comprehension —

Our teachers will analyze their student's reading comprehension scores on the benchmark running records 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 Transition —

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.

M. Parent Notice - Assessment Results —

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. Grades 3-5 report reading benchmarks to the parents three times a year.

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.

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

Parent will receive a right-to-know letter on teacher qualifications in their registration packet.

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

A parent right-to-know letter for a non-qualified teacher is on file at our school. In the event that a non-qualified teacher would be hired, this letter would be sent to all parents. It is our intent and history that non-qualified teachers are not employed in our school.

S. School-Parent Compact —

At our fall annual Title I parent meeting, parents will review and revise our School-Parent Compact. It will then be discussed in the classroom and signed by students and teachers. The compact will go home in the Wednesday folders for parents to sign and return.

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. Focused Student Group: Success through Reading Intervention —

Free and reduced students will be the focused student group. Teachers will assess, analyze benchmark running records, and use data to identify needed interventions. During the 09-10 school year, this committee will develop a list of interventions with students who do not make the reading benchmarks.

W. Timely Additional Assistance: In School Skill Builder —

South Newton Elementary will offer In School Skill Building to students grade 1-5 four days a week. Students will be provided skill building instruction/activities based on student need in Language Arts or Math.

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.

Consistent Standards Based K-5 Math Assessment and Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Sally Duncan workshop "20 Minute Assessment Once a Week"</i>	Source: Title II Amount: \$3000	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Sally Duncan will present the quality tools used and then lead the teachers in the development of weekly short cycle assessments. The second day she will model the use of the short cycle assessments and minilessons.	Teachers Administrators	Presentation/Workshop Collaborative Problem Solving

Extending Student Data Notebooks for Student Ownership of Learning

Professional Development Activity	Funding	Activity Purpose
<i>Review of current data notebook templates at the staff retreat</i>	Source: Amount: \$0	Information Refinement
Brief Description	Intended Participants	Activity Format
Review of the use of the data notebook and templates for the school year.	Teachers Counselors Administrators	Talk to Other

Professional Development Activity	Funding	Activity Purpose
<i>Quality Education Conference</i>	Source: Title II Amount: \$4000	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
4 teachers and 1 administrator will attend the National Quality Education Conference to continue learning about quality tools and best practice in this area.	Teachers Administrators	Presentation/Workshop Networking/Site Visit

A. Parent Involvement: Informal Classroom Activity

No professional development is needed for this strategy.

I. Focused Academic Area: Reading Comprehension

Professional Development Activity	Funding	Activity Purpose
<i>Benchmark Review Training</i>	Source: na Amount: \$0	Refinement
Brief Description	Intended Participants	Activity Format
Title I teachers will review the staff on the Benchmark Assessment System prior to the beginning of school.	Teachers	Peer Coaching

L. Early Childhood Transition

No professional development is needed for this strategy.

U. Focused Student Group: Success through Reading Intervention

Professional Development Activity	Funding	Activity Purpose
<i>Benchmark Review</i>	Source: na Amount: \$0	Refinement
Brief Description	Intended Participants	Activity Format
Title I teachers will review the staff on the Benchmark Assessment System prior to the beginning of school.	Teachers Administrators	Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Analysis of Reading Record Review</i>	Source: na Amount: \$0	Refinement
Brief Description	Intended Participants	Activity Format
Title I teachers will review the staff on analysis of reading running records.	Teachers	Peer Coaching

W. Timely Additional Assistance: In School Skill Builder

Professional Development Activity	Funding	Activity Purpose
<i>Collaborate to determine skill needs</i>	Source: na Amount: \$0	Feedback/Support
Brief Description	Intended Participants	Activity Format
Collaborate to determine what skills students need to work on	Teachers Administrators	Collaborative Problem Solving

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+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

Concern: Technology Coordination

Data Targets Influenced by This Concern:

- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

Concern: Safe and Disciplined Learning Environment

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

Concern: Attendance

Data Targets Influenced by This Concern:

- All students -- Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)
- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

Required Areas of Concern

A. Parent Involvement (Title I)

Data Targets Influenced by This Concern:

- All students -- Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- A. Parent Involvement: Informal Classroom Activity

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- Consistent Standards Based K-5 Math Assessment and Instruction
- F. Encourage Rigorous Curriculum: Accelerated Math

I. Focused Academic Area (PL221, Title I)

Data Targets Influenced by This Concern:

- All students -- Mastery of ISTEP+ Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Consistent Standards Based K-5 Math Assessment and Instruction
- I. Focused Academic Area: Reading Comprehension

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

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 -- Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)
- Special Education -- Passing ISTEP+ Language Arts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- All students -- Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (Title I)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)

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 (Title I)

Data Targets Influenced by This Concern:

- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

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+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: Success through Reading Intervention

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- All students -- Mastery of ISTEP+ Reading Comprehension (seat data)
- All students -- Passing ISTEP+ Math
- All students tested -- Passing ISTEP+ Language Arts (AYP)
- Special Education -- Passing ISTEP+ LanguageArts
- Special Education -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- W. Timely Additional Assistance: In School Skill Builder

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:	Corporation office and school office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA - online achievement test given 3 times a year ofr Grades 2-5 Fountas and Pinnell Reading Benchmark Assessment -all students are leveled for reading at least three times a year Indiana Reading Diagnostic Assessment - Grades K-2 Terra Nova Achievment and Aptitude test - Grade 2 given in March	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none at this time	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We are not consolidating any programs at this time.	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Consistent Standards Based K-5 Math Assessment and Instruction

May 1, 2009: Collect % of teachers assessing weekly and recording in data notebooks

Person: Sandy Dewing

Activity: Collect baseline data

May 1, 2009: Schedule workshop with Sally Duncan

Person: Sandy Arini

Activity: Sally Duncan workshop "20 Minute Assessment Once a Week"

Aug 3, 2009: Ask for comments and questions at monthly staff meeting

Person: Sandy Dewing

Activity: Comments and questions

Aug 28, 2009: Workshop and modeling sessions with Sally Duncan

Person: Sandy Dewing

Activity: Sally Duncan workshop "20 Minute Assessment Once a Week"

Aug 28, 2009: Create weekly short-cycle weekly assessments

Person: classroom teachers

Activity: Short Cycle Standards based Assessments

Aug 29, 2009: Create short cycle assessments with Sally Duncan

Person: Sandy Dewing

Activity: Sally Duncan workshop "20 Minute Assessment Once a Week"

Sep 7, 2009: Ask for comments and questions at monthly staff meeting

Person: Sandy Dewing

Activity: Comments and questions

Sep 9, 2009: Assess students weekly with short cycle assessments, grade, and record in student data notebooks

Person: classroom teachers

Activity: Short Cycle Standards based Assessments

Sep 16, 2009: Assess students weekly with short cycle assessments, grade, and record in student data notebooks

Person: classroom teachers

Activity: Short Cycle Standards based Assessments

Sep 23, 2009: Assess students weekly with short cycle assessments, grade, and record in student data notebooks

Person: classroom teachers

Activity: Short Cycle Standards based Assessments

Sep 24, 2009: Analyze students weekly assessments

Person: Grade level team

Activity: Short Cycle Standards based Assessments

Sep 24, 2009: Create minilessons based on areas of concern from shortcycle weekly assessments

Person: grade level team

Activity: Short Cycle Standards based Assessments

Sep 30, 2009: Assess students weekly with short cycle assessments, grade, and record in student data notebooks

Person: classroom teachers

Activity: Short Cycle Standards based Assessments

- Oct 5, 2009:** Ask for comments and questions at monthly staff meeting
Person: Sandy Dewing
Activity: Comments and questions
- Oct 7, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Oct 14, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Oct 21, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Oct 22, 2009:** Analyze students weekly assessments
Person: Grade level team
Activity: Short Cycle Standards based Assessments
- Oct 28, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Nov 2, 2009:** Ask for comments and questions at monthly staff meeting
Person: Sandy Dewing
Activity: Comments and questions
- Nov 4, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Nov 11, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Nov 18, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Nov 25, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Nov 26, 2009:** Analyze students weekly assessments
Person: Grade level team
Activity: Short Cycle Standards based Assessments
- Dec 2, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Dec 7, 2009:** Ask for comments and questions at monthly staff meeting
Person: Sandy Dewing
Activity: Comments and questions
- Dec 9, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

- Dec 16, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Dec 23, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Dec 24, 2009:** Analyze students weekly assessments
Person: Grade level team
Activity: Short Cycle Standards based Assessments
- Dec 30, 2009:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Jan 4, 2010:** Ask for comments and questions at monthly staff meeting
Person: Sandy Dewing
Activity: Comments and questions
- Jan 6, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Jan 9, 2010:** Collect % of teachers assessing weekly and recording in data notebooks
Person: Sandy Dewing
Activity: Collect first semester/trimester follow up data
- Jan 13, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Jan 20, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Jan 27, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Jan 28, 2010:** Analyze students weekly assessments
Person: Grade level team
Activity: Short Cycle Standards based Assessments
- Feb 1, 2010:** Ask for comments and questions at monthly staff meeting
Person: Sandy Dewing
Activity: Comments and questions
- Feb 3, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Feb 10, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- Feb 17, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Feb 24, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Feb 25, 2010: Analyze students weekly assessments
Person: Grade level team
Activity: Short Cycle Standards based Assessments

Mar 1, 2010: Ask for comments and questions at monthly staff meeting
Person: Sandy Dewing
Activity: Comments and questions

Mar 3, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Mar 10, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Mar 17, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Mar 24, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Mar 25, 2010: Analyze students weekly assessments
Person: Grade level team
Activity: Short Cycle Standards based Assessments

Mar 31, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Apr 5, 2010: Ask for comments and questions at monthly staff meeting
Person: Sandy Dewing
Activity: Comments and questions

Apr 7, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Apr 14, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Apr 21, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

Apr 22, 2010: Analyze students weekly assessments
Person: Grade level team
Activity: Short Cycle Standards based Assessments

Apr 28, 2010: Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments

- May 3, 2010:** Ask for comments and questions at monthly staff meeting
Person: Sandy Dewing
Activity: Comments and questions
- May 5, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- May 12, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- May 19, 2010:** Assess students weekly with short cycle assessments, grade, and record in student data notebooks
Person: classroom teachers
Activity: Short Cycle Standards based Assessments
- May 20, 2010:** Collect % of teachers assessing weekly and recording in data notebooks
Person: Sandy Dewing
Activity: Collect final semester/trimester follow up data

Early Childhood Transition

- May 1, 2009:** % using appropriate learning activities
Person: Pam Terrell
Activity: Collect baseline data
- May 10, 2009:** Baseline survey
Person: Pam Terrell
Activity: Survey teachers for % who feel it has been a positive collaboration
- Sep 10, 2009:** we will host an area preschool, Headstart, and kindergarten collaboration meeting
Person: Pam Terrell
Activity: Preschool/Kindergarten Collaboration meeting
- Jan 10, 2010:** % using appropriate learning activities
Person: Pam Terrell
Activity: Collect first semester/trimester follow up data
- Jan 10, 2010:** Update staff at faculty meetings
Person: Pam Terrell
Activity: Share at Faculty Meeting
- Jan 10, 2010:** End of first semester survey
Person: Pam Terrell
Activity: Survey teachers for % who feel it has been a positive collaboration
- Mar 15, 2010:** Invitation sent to all HeadStart, preschools, and incoming kindergarten parents
Person: Holly Gray
Activity: Spring HeadStart/preschool visit to kindergarten
- Apr 15, 2010:** Visitation Day
Person: Pam Terrell and team of staff members
Activity: Spring HeadStart/preschool visit to kindergarten
- May 10, 2010:** % using appropriate learning activities
Person: Pam Terrell
Activity: Collect final semester/trimester follow up data
- May 10, 2010:** End of second semester survey
Person: Pam Terrell
Activity: Survey teachers for % who feel it has been a positive collaboration

Extending Student Data Notebooks for Student Ownership of Learning

- Aug 3, 2009:** Review of current data notebook templates at the staff retreat
Person: Kay Mastarone
Activity: Review of current data notebook templates at the staff retreat
- Aug 17, 2009:** Meet with kindergarten teachers and give templates
Person: Janice Skinner
Activity: Provide data folder templates for kindergarten implementation
- Oct 16, 2009:** % of teachers with students with current data notebooks
Person: Kay Mastarone
Activity: Collect baseline data
- Oct 25, 2009:** 4 staff members will attend the National Quality in Education Conference
Person: Sandra Arini
Activity: Quality Education Conference
- Dec 18, 2009:** % of teachers with students with current data notebooks
Person: Kay Mastarone
Activity: Collect baseline data
- Feb 19, 2010:** % of teachers with students with current data notebooks
Person: Kay Mastarone
Activity: Collect baseline data
- Apr 23, 2010:** % of teachers with students with current data notebooks
Person: Kay Mastarone
Activity: Collect baseline data

Focused Academic Area

- Aug , 2009:** Explain the goals and tasks of the strategy to the teachers.
Person: Blair DiRuzza
Activity: Present Strategy to Staff
- Aug , 2009:** Explain the goals and tasks of the strategy to the teachers.
Person: Blair DiRuzza
Activity: Present Strategy to Staff
- Aug , 2009:** Teachers input beg. of year benchmark assessment data in Elementary Common.
Person: Cory Groover
Activity: Present Strategy to Staff
- Aug 17, 2009:** Communicate early and often about the goals and tasks of this strategy. Ensure all teachers are well-informed about the strategy and know to contact committee members for any concerns, questions, and/or problems.
Person: Blair DiRuzza
Activity: Communication
- Sep , 2009:** Percent of teachers who report more efficient analyzation of our students' reading comprehension scores and performance based on student assessment.
Person: Blair DiRuzza
Activity: Collect baseline data
- Sep , 2009:** Remind teachers to input their beginning of the year benchmark assessment data in Elementary Common.
Person: Beth Turnpaugh
Activity: Teachers input benchmark assessment data in Elementary Common File

Jan , 2010: Percent of teachers who report more efficient analyzation of our students' reading comprehension scores and performance based on student assessment.

Person: Blair DiRuzza

Activity: Collect first semester/trimester follow up data

Jan , 2010: Teachers input mid-year benchmark assessment data in Elementary Common.

Person: Beth Turnpaugh

Activity: Present Strategy to Staff

Jan , 2010: Remind teachers to input their mid-year benchmark assessment data in Elementary Common.

Person: Cory Groover

Activity: Teachers input benchmark assessment data in Elementary Common File

May , 2010: Percent of teachers who report more efficient analyzation of our students' reading comprehension scores and performance based on student assessment.

Person: Blair DiRuzza

Activity: Collect final semester/trimester follow up data

May , 2010: Remind teachers to input their end of year benchmark assessment data in Elementary Common.

Person: Mary Whaley

Activity: Teachers input benchmark assessment data in Elementary Common File

Jul 27, 2010: Call Trainer and set up date and time

Person: Blair DiRuzza

Activity: Benchmark Review Training

Jul 27, 2010: Select Training Site

Person: Mary Molter

Activity: Benchmark Review Training

Jul 27, 2010: Send e-mails of date and time

Person: Mary Molter

Activity: Benchmark Review Training

Focused Student Group

May 1, 2009: Reserve Conference Room

Person: Angie

Activity: Benchmark Review

Aug 11, 2009: Email Staff List of Items to Bring

Person: Angie

Activity: Benchmark Review

Aug 11, 2009: Make Copies of Handouts

Person: Angie

Activity: Benchmark Review

Aug 14, 2009: Research how free and reduced kids learn best

Person: Angie Schriener

Activity: Best Practices For Free and Reduced Students

Aug 17, 2009: Review How To Analyze a Reading Record with Question/Answer Opportunities

Person: Reading Team

Activity: Analysis of Reading Record Review

Aug 17, 2009: Revisit Benchmark System with Question/Answer Opportunities

Person: Reading Team

Activity: Benchmark Review

- Aug 20, 2009:** Administer Benchmark Assessment
Person: Classroom Teachers
Activity: Benchmark Assessment
- Aug 31, 2009:** Identify Students in need of an intervention
Person: Classroom Teachers
Activity: Identify Students
- Sep 8, 2009:** Apply Intervention
Person: Teachers/Reading Specialist
Activity: Apply Intervention
- Sep 8, 2009:** Report to staff at teacher's meeting about things that help free and reduced kids be more successful.
Person: Angie Schriener
Activity: Best Practices For Free and Reduced Students
- Sep 8, 2009:** Communicate with Staff
Person: Angie Schriener/Sandy Arini
Activity: Communicate With Staff At Monthly Staff Meetings
- Sep 30, 2009:** Teachers will email stating if they are using their benchmark data to drive reading instruction.
Person: Teachers
Activity: Collect Data
- Oct 13, 2009:** Report to staff at teacher's meeting about things that help free and reduced kids be more successful.
Person: Angie Schriener
Activity: Best Practices For Free and Reduced Students
- Oct 13, 2009:** Communicate with Staff
Person: Angie Schriener/Sandy Arini
Activity: Communicate With Staff At Monthly Staff Meetings
- Nov 10, 2009:** Report to staff at teacher's meeting about things that help free and reduced kids be more successful.
Person: Angie Schriener
Activity: Best Practices For Free and Reduced Students
- Nov 10, 2009:** Communicate with Staff
Person: Angie Schriener/Sandy Arini
Activity: Communicate With Staff At Monthly Staff Meetings
- Dec 8, 2009:** Report to staff at teacher's meeting about things that help free and reduced kids be more successful.
Person: Angie Schriener
Activity: Best Practices For Free and Reduced Students
- Dec 8, 2009:** Communicate with Staff
Person: Angie Schriener/Sandy Arini
Activity: Communicate With Staff At Monthly Staff Meetings
- Jan 11, 2010:** Identify Students in need of an intervention
Person: Classroom Teachers
Activity: Identify Students
- Jan 12, 2010:** Report to staff at teacher's meeting about things that help free and reduced kids be more successful.
Person: Angie Schriener
Activity: Best Practices For Free and Reduced Students
- Jan 12, 2010:** Communicate with Staff
Person: Angie Schriener/Sandy Arini
Activity: Communicate With Staff At Monthly Staff Meetings

- Jan 18, 2010:** Apply Intervention
Person: Teachers/Reading Specialist
Activity: Apply Intervention
- Jan 30, 2010:** Teachers will email stating if they are using their benchmark data to drive reading instruction.
Person: Teachers
Activity: Collect Data
- Feb 9, 2010:** Report to staff at teacher's meeting about things that help free and reduced kids be more successful.
Person: Angie Schriener
Activity: Best Practices For Free and Reduced Students
- Feb 9, 2010:** Communicate with Staff
Person: Angie Schriener/Sandy Arini
Activity: Communicate With Staff At Monthly Staff Meetings
- Mar 9, 2010:** Report to staff at teacher's meeting about things that help free and reduced kids be more successful.
Person: Angie Schriener
Activity: Best Practices For Free and Reduced Students
- Mar 9, 2010:** Communicate with Staff
Person: Angie Schriener/Sandy Arini
Activity: Communicate With Staff At Monthly Staff Meetings
- Apr 13, 2010:** Report to staff at teacher's meeting about things that help free and reduced kids be more successful.
Person: Angie Schriener
Activity: Best Practices For Free and Reduced Students
- Apr 13, 2010:** Communicate with Staff
Person: Angie Schriener/Sandy Arini
Activity: Communicate With Staff At Monthly Staff Meetings
- May 11, 2010:** Report to staff at teacher's meeting about things that help free and reduced kids be more successful.
Person: Angie Schriener
Activity: Best Practices For Free and Reduced Students
- May 11, 2010:** Communicate with Staff
Person: Angie Schriener/Sandy Arini
Activity: Communicate With Staff At Monthly Staff Meetings
- May 20, 2010:** Teachers will email stating if they are using their benchmark data to drive reading instruction.
Person: Teachers
Activity: Collect Data

Parent Involvement

- , 0:** Remind teachers of goal and benefit of involving parents
Person: Dana Winder
Activity: Talk to Talk to Again
- Jun 8, 2009:** Remind teachers of goal and benefit of involving parents
Person: Dana Winder
Activity: Talk to Talk to Again
- Aug 10, 2009:** Remind teachers of goal and benefit of involving parents
Person: Dana Winder
Activity: Talk to Talk to Again
- Aug 14, 2009:** Present strategy to staff
Person: Donna Garing
Activity: Overview

Sep , 2009: Remind teachers of goal and benefit of involving parents
Person: Dana Winder
Activity: Talk to Talk to Again

Sep 1, 2009: Compile list of teachers who have provided informal activities and are willing to share
Person: Committee
Activity: Buddies

Sep 15, 2009: Post activities previously used on Elementary Common
Person: Dana Winder
Activity: Data

Oct , 2009: send emails, staff meetings, circle time
Person: Donna Garing
Activity: Communicate Early/Often

Oct , 2009: Initiate positive comments - sharing at staff meetings
Person: Lou Ann Morton
Activity: Share Positives

Oct 12, 2009: Remind teachers of goal and benefit of involving parents
Person: Dana Winder
Activity: Talk to Talk to Again

Oct 25, 2009: Initiate positive comments - sharing at staff meetings
Person: Lou Ann Morton
Activity: Share Positives

Nov 29, 2009: Initiate positive comments - sharing at staff meetings
Person: Lou Ann Morton
Activity: Share Positives

Dec 14, 2009: Remind teachers of goal and benefit of involving parents
Person: Dana Winder
Activity: Talk to Talk to Again

Dec 27, 2009: Initiate positive comments - sharing at staff meetings
Person: Lou Ann Morton
Activity: Share Positives

Jan 31, 2010: Initiate positive comments - sharing at staff meetings
Person: Lou Ann Morton
Activity: Share Positives

Feb 15, 2010: Remind teachers of goal and benefit of involving parents
Person: Dana Winder
Activity: Talk to Talk to Again

Feb 28, 2010: Initiate positive comments - sharing at staff meetings
Person: Lou Ann Morton
Activity: Share Positives

Mar 28, 2010: Initiate positive comments - sharing at staff meetings
Person: Lou Ann Morton
Activity: Share Positives

Apr 19, 2010: Remind teachers of goal and benefit of involving parents
Person: Dana Winder
Activity: Talk to Talk to Again

May , 2010: Survey teachers to determine percent of teachers who invited parents to school

Person: Lou Ann Morton

Activity: Collect final semester/trimester follow up data

Sep , 2010: Collect baseline data via email

Person: Donna Garing

Activity: Collect baseline data

Timely Additional Assistance

Aug 15, 2009: Determine In School Building Groups

Person: In School Skill Building Task Force

Activity: In School Skill Building Groups Round 1

Aug 20, 2009: Collect action sheets from teachers

Person: Kelley Okos

Activity: Collect baseline data

Aug 20, 2009: Calendar of dates for ISSB

Person: In School Skill Building Task Force

Activity: Communication

Aug 20, 2009: Reminder of dates on Friday Focus

Person: Sandra Arini

Activity: Communication

Sep 15, 2009: ISTEP (grades 3-5)

Person: Sandra Arini

Activity: In School Skill Building Groups Round 1

Sep 15, 2009: NWEA Tests (grades 2-5)

Person: Joan Hays

Activity: In School Skill Building Groups Round 1

Sep 15, 2009: Reading Benchmarks (grades 1-5)

Person: All Teachers

Activity: In School Skill Building Groups Round 1

Sep 25, 2009: Grade level collaboration for math skills

Person: Team Leader

Activity: Collaborate to determine skill needs

Sep 25, 2009: Grade level collaboration for reading skills

Person: Team Leader

Activity: Collaborate to determine skill needs

Sep 25, 2009: Grade level collaboration for writing

Person: Team Leader

Activity: Collaborate to determine skill needs

Sep 25, 2009: Determine In School Building Groups

Person: In School Skill Building Task Force

Activity: In School Skill Building Groups Round 2

Nov 6, 2009: Grade level collaboration for math skills

Person: Team Leader

Activity: Collaborate to determine skill needs

Nov 6, 2009: Grade level collaboration for reading skills

Person: Team Leader

Activity: Collaborate to determine skill needs

- Nov 6, 2009:** Grade level collaboration for writing
Person: Team Leader
Activity: Collaborate to determine skill needs
- Nov 6, 2009:** Determine In School Building Groups
Person: In School Skill Building Task Force
Activity: In School Skill Building Groups Round 3
- Dec 18, 2009:** Grade level collaboration for math skills
Person: Team Leader
Activity: Collaborate to determine skill needs
- Dec 18, 2009:** Grade level collaboration for reading skills
Person: Team Leader
Activity: Collaborate to determine skill needs
- Dec 18, 2009:** Grade level collaboration for writing
Person: Team Leader
Activity: Collaborate to determine skill needs
- Dec 18, 2009:** Determine In School Building Groups
Person: In School Skill Building Task Force
Activity: In School Skill Building Groups Round 4
- Jan 10, 2010:** Collect action sheets from teachers
Person: Kelley Okos
Activity: Collect first semester/trimester follow up data
- Feb 5, 2010:** Grade level collaboration for math skills
Person: Team Leader
Activity: Collaborate to determine skill needs
- Feb 5, 2010:** Grade level collaboration for reading skills
Person: Team Leader
Activity: Collaborate to determine skill needs
- Feb 5, 2010:** Grade level collaboration for writing
Person: Team Leader
Activity: Collaborate to determine skill needs
- Feb 5, 2010:** Determine In School Building Groups
Person: In School Skill Building Task Force
Activity: In School Skill Building Groups Round 5
- Mar 19, 2010:** Grade level collaboration for math skills
Person: Team Leader
Activity: Collaborate to determine skill needs
- Mar 19, 2010:** Grade level collaboration for reading skills
Person: Team Leader
Activity: Collaborate to determine skill needs
- Mar 19, 2010:** Grade level collaboration for writing
Person: Team Leader
Activity: Collaborate to determine skill needs
- Mar 19, 2010:** Determine In School Building Groups
Person: In School Skill Building Task Force
Activity: In School Skill Building Groups Round 6

May 20, 2010: Collect action sheets from teachers
Person: Kelley Okos
Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

	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>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (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>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <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 7: (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><i>1st Fri. in April: All submissions due online</i></p>	<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>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</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>