

School Improvement Plan - PL221 Version - 2008-2011

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Rosedale Elementary School (6621)

Southwest Parke Com Sch Corp

Rosedale, 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

Rosedale Elementary School

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
- NCA

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

- Adrienne Gideon - Administrator
- Lisa Kneeland - Teacher
- Randy Kneeland - Parent/Guardian
- William Livers - School Counselor
- Mary Ellen Sandusky - Teacher
- Diane Smith - Community Representative
- Esther Yeargin - Teacher

Strategy Chairs

- Marla Hasbrouck
- Diana Martin
- Mary Ann Relford
- Diana Robertson
- Chrissy Samanas
- Kendy Steiger
- Rhonda Sudduth
- Mary Ellen Thurow
- Linda Williams
- Esther Yeargin

Community Council

- Brad Bowman
- Cheryl Cottrell - Daycare Provider
- Angie Dickey - Substitute Teacher
- Darrell Dressler - Accountant
- Randy Kneeland - Deputy
- Keith Krumwiede - FAA
- Laurie Krumwiede - Fed. Aviation Adm.
- Karla Noorlag - Substitute Teacher/Orchard Guide
- Norma Organ - Attorney's Office
- Mary Ellen Sandusky - Teacher
- Gina Sharps
- Jerry Stahl

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:

to attend school in an enriched environment surrounded by caring and supportive adults. This environment is safe and non-threatening where risk-taking is acceptable, and where children are respected and appreciated for who they are and how they learn. Enjoyment of learning is evident by the sights and sounds of actively engaged children and adults. The curriculum is rigorous and includes real-to-life experiences, which encourage in-depth learning and application. Students are given opportunities to practice making healthy, positive choices. Cultural and individual differences are experienced and appreciated. Successes are constantly recognized and celebrated. Resources are abundant. Study trips, resource speakers, educational assemblies, and research materials are available when needed. Each classroom is roomy and includes a variety of comfortable workstations. Students are provided adequate personal space that includes several computers with challenging programs. The atmosphere of the school has a "homey" feeling, one in which everyone, students, staff, and community, feels comfortable and valued.

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

parents and community members are taking on new roles in the education of our children. They actively participate in planning, decision-making, curriculum building, teaching, and networking within the community. Teachers' roles are also evolving, as they become facilitators for life-long learning. Along with building relationships of trust, parents and staff exhibit leadership in modeling life skills throughout the community. Students see energetic, enthusiastic staff and community patrons as helpful and caring adults who model differences and the acceptance of mistakes as part of the learning process. Other adults available to students daily are a school nurse and a counselor to protect student health and to support proper character development.

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

feel loved and accepted. They are positive with one another. Everyone is treated with respect. All students practice the life skills daily and behave with good character. Adults see students who are self-motivated, energetic, and eager to learn. Students are observed taking responsibility for their own learning and behavior. They attend school regularly. All have good health habits, are rested, clean, and are provided with healthy foods and snacks while at school. Students are respectful to adults and peers, accept differences, and celebrate others' achievements. Students feel ownership and exhibit pride in the school.

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

- % of students who pass ISTEP+ (all tested grades): 100%
- % of students who pass ISTEP+ Eng/LA in grades 3-6 with meal/text assistance: 100%
- % of students who pass ISTEP+ Problem Solving subtest in grades 3-6: 100%
- % of students who pass ISTEP+ Reading Comprehension subtest in grades 3-6: 100%
- % of students who pass ISTEP+ Mathematics in grades 3-6 with meal/text assistance: 100%
- % of students who pass ISTEP+ Eng/LA who are males in grades 3-6: 100%
- % of students who pass ISTEP+ Eng/LA & Math who have IEP's in grades 3-6: 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	
79	76	79	76	77	76	77		78		79		100

All students in grades 3 - 6 with meal/text assistance taking ISTEP+ - Percent passing English/Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	66	68	62	64	67	69		70		71		100

All students in grades 3-6 taking ISTEP+ - Percent passing ISTEP+ subtest: Problem Solving

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	
NA	76	77	80	80	78	79		80		81		100

All students in grades 3-6 taking ISTEP+ - Percent passing ISTEP+ subtest: 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	
NA	77	78	77	78	74	75		76		77		100

All students in grades 3-6 with meal/text assistance taking ISTEP+ - Percent passing Mathematics

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	
NA	70	71	65	74	69	70		71		72		100

Males in grades 3 - 6 taking ISTEP+ - Percent passing English/Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72	71	72	60	74	70	71		72		73		100

Students with IEP's in grades 3 - 6 passing ISTEP+ - Percent passing Eng/LA & Mathematics

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	
NA	45	49	35	44	61	63		65		67		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: Reading Comprehension ability effects student achievement.

ISTEP+ scores in Eng/LA & Mathematics

Concern: Students need to be involved in mentor or advisor relationships

Attendance Rates, Discipline Records - Behavior Management Forcefield

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

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

Improving Reading Instruction

During the 2008-2009 school year, Rosedale Elementary staff will implement newly acquired strategies for the teaching of reading. Professional development will focus on the components of reading: phonemic awareness, phonics, reading fluency, vocabulary development, and comprehension. K-2 staff will focus on beginning reading strategies, while grades 3-6 staff will focus on improving fluency and comprehension skills.

Required Strategies

A. Parent Involvement: Project PRE-pare

The Rosedale staff in conjunction with Indiana State University will offer four bi-monthly programs for parents and/or families. In August, we will host mini-sessions on reading, math, bully prevention, and grade level expectations for parents. Three other programs will be offered for families. In November, we will host an Open House/Science Night. A Health & Fitness Family Night will be offered in January and a Family Reading Night/Books & Bingo will be hosted in March.

B. Technology Coordination

We will engage stakeholders (students, staff, parents) in researching best practice sites and reviewing and assessing software programs that support research-based reading, writing, and math practices. Emphasis will be placed on finding software & Websites that will enhance students' ability to comprehend what they are reading and to increase their problem-solving skills. Release time will be provided for staff to research online. Parent volunteers will also assist with the research. Students will have opportunities to use some of software, online resources, and existing technology hardware as a learning tools. They will also will assist with review of software during assigned times during the day and during the after-school Computer Club nights.

C. Safe and Disciplined Learning Environment: Olweus Bully Prevention Program

Rosedale staff will continue to implement the Olweus Bully Prevention Program with bi-monthly lessons for all students in Kindergarten - Grade 6.

D. Attendance: Recognize good attendance and mentor those with a history of poor attendance.

To improve student attendance, staff will recognize students with perfect attendance at the end of each grading period. At the end of the year, students with "good" and "perfect" attendance will receive award recognition. Classrooms with perfect attendance will be recognized daily. Each month the classroom with the best attendance will receive a game for indoor recess. Staff & community members will mentor students who are habitually truant and whose poor attendance is effecting their academic performance.

G1. Exceptional Learners - Gifted

Enrichment will be provided for identified high ability students in grades 3 - 6 through the use of a pull-out program for 90 minutes a week. All students in grades K-2 will meet bi-monthly for 30 minutes each session with the teacher of high ability students. Lesson emphasis for the K-2 students will be on enriching their language arts experiences. Lesson emphasis of the identified students in grades 3 - 6 will be on expanding students ability to write, to interpret what they read, and to better solve problems.

G2. Exceptional Learners - Special Education

Teachers will review IEP and other school data and use that data during general education intervention team meetings to assist with determining appropriate modifications to classroom instruction. Emphasis will be placed on improving reading comprehension skills and teaching these students multi-step problem solving strategies that can be used when working independently. Standards' objectives not mastered for the grading period will be retaught to students during classroom daily remediation time. Special Education resource staff will be available for additional assistance within the classroom as needs are

identified. Additional reading instruction will be provided with the assistance of the Reading Teacher, Literacy Coach, Literacy Paraprofessional, Special Education Paraprofessional, and/or Special Education Teacher in an inclusion or pull-out setting.

H. Cultural Competency

During Professional Learning Community sessions, Rosedale Elementary staff will review Ruby Payne's "A Framework for Understanding Poverty." We will discuss the "hidden rules among classes" and the differences between "generational poverty" and "situational poverty." Teaching staff will use this information to better understand the characteristics of students in poverty and how they can best assist these students to be successful with learning.

Professional Development

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

Improving Reading Instruction

Professional Development Activity	Funding	Activity Purpose
<i>K-2 staff will participate in the teaching of reading in-services.</i>	Source: State provided Professional Development Funds Amount: \$2000.00	Skill Building
Brief Description	Intended Participants	Activity Format
K-2 staff will be trained by the Literacy Coach, Susie Runyon to implement the use of beginning reading strategies in their classrooms.	Teachers Counselors Administrators Other	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Grades 3-6 teaching staff will participate in the teaching of reading in-services.</i>	Source: ISU Professional Development Funds Amount: \$6000.00	Skill Building
Brief Description	Intended Participants	Activity Format
Reading Consultant, Jo Seidel, will provide four days of in-service for the grades 3-6 reading teaching staff. Emphasis will be placed on strategies to improve reading fluency and comprehension.	Teachers Counselors Administrators Other	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Research & study the teaching of reading.</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Study groups will be formed to search for and discuss research-based best practices for the teaching of reading.	Teachers Counselors Administrators Parents Community Members Other	Study Group

Professional Development Activity	Funding	Activity Purpose
<i>K-2 staff will implement research-based strategies for the teaching of reading.</i>	Source: Amount: \$	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Staff will use new strategies learned during trainings. The Literacy Coach & those using the strategies will network together to monitor progress during PLC meeting times.	Teachers Other	Peer Coaching

Professional Development Activity	Funding	Activity Purpose
Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of readi	Source: Amount: \$	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Staff will use new strategies learned during trainings with Jo Seidel, Reading Consultant. They will network together to monitor progress during PLC meeting times.	Teachers Other	Peer Coaching

Professional Development Activity	Funding	Activity Purpose
Staff will be provided with appropriate resources.	Source: Corporation Provided Professional Development Funds. Amount: \$1000.00	Information
Brief Description	Intended Participants	Activity Format
Purchase "Annual Growth, Catch-up Growth" by Fielding, Kerr, Rosier for reading staff and other books as recommended by the Literacy Coach or Reading Consultant.	Teachers Counselors Administrators	

A. Parent Involvement: Project PRE-pare

Professional Development Activity	Funding	Activity Purpose
Parent Involvement In-service	Source: State provided Professional Development Funds Amount: \$500.00	Information
Brief Description	Intended Participants	Activity Format
Peggy Hines will in-service staff on good strategies to use when involving parents in school activities.	Teachers Counselors Administrators Other	Presentation/Workshop

C. Safe and Disciplined Learning Environment: Olweus Bully Prevention Program

Professional Development Activity	Funding	Activity Purpose
Steering Team will train staff.	Source: Corporation Funds Amount: \$500.00	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The Steering Team will provide a half-day, released-time in-service for all teaching staff. They will also provide trainings for bus drivers, custodians, and food service staff. Also, they will provide on-going support for staff.	Teachers Counselors Administrators Other	Talk to Presentation/Workshop

H. Cultural Competency

Professional Development Activity	Funding	Activity Purpose
<i>Review Ruby Payne's "A Framework for Understanding Poverty."</i>	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
During PLC meetings, we will review Ruby Payne's theories on children from "generational" and "situational" poverty. We will apply this information to appropriate students and evaluate their progress.	Teachers Counselors Administrators	Talk to Peer Coaching

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: Reading Comprehension ability effects student achievement.

Data Targets Influenced by This Concern:

- All students in grades 3 - 6 with meal/text assistance taking ISTEP+ -- Percent passing English/Language Arts
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Reading Comprehension
- Males in grades 3 - 6 taking ISTEP+ -- Percent passing English/Language Arts
- Students with IEP's in grades 3 - 6 passing ISTEP+ -- Percent passing Eng/LA & Mathematics

Strategies to Impact This Concern:

- Improving Reading Instruction
- G2. Exceptional Learners - Special Education

Concern: Students need to be involved in mentor or advisor relationships

Data Targets Influenced by This Concern:

- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Problem Solving
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Reading Comprehension

Strategies to Impact This Concern:

- D. Attendance: Recognize good attendance and mentor those with a history of poor attendance.

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All students in grades 3 - 6 with meal/text assistance taking ISTEP+ -- Percent passing English/Language Arts
- All students in grades 3-6 with meal/text assistance taking ISTEP+ -- Percent passing Mathematics
- Students with IEP's in grades 3 - 6 passing ISTEP+ -- Percent passing Eng/LA & Mathematics

Strategies to Impact This Concern:

- A. Parent Involvement: Project PRE-pare

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Problem Solving
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Reading Comprehension

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- Males in grades 3 - 6 taking ISTEP+ -- Percent passing English/Language Arts

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Olweus Bully Prevention Program

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All students in grades 3 - 6 with meal/text assistance taking ISTEP+ -- Percent passing English/Language Arts
- All students in grades 3-6 with meal/text assistance taking ISTEP+ -- Percent passing Mathematics
- Students with IEP's in grades 3 - 6 passing ISTEP+ -- Percent passing Eng/LA & Mathematics

Strategies to Impact This Concern:

- D. Attendance: Recognize good attendance and mentor those with a history of poor attendance.

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Problem Solving
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Reading Comprehension

Strategies to Impact This Concern:

- Improving Reading Instruction
- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Students with IEP's in grades 3 - 6 passing ISTEP+ -- Percent passing Eng/LA & Mathematics

Strategies to Impact This Concern:

- Improving Reading Instruction
- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All students in grades 3 - 6 with meal/text assistance taking ISTEP+ -- Percent passing English/Language Arts
- All students in grades 3-6 with meal/text assistance taking ISTEP+ -- Percent passing Mathematics

Strategies to Impact This Concern:

- Improving Reading Instruction
- H. Cultural Competency

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:	School Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP - grades 3,4,5,6 Terra Nova - grade 2 SSP - grades 1,2,3,4,5,6 Indiana Reading - K, 1, 2	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:		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.

Cultural Competency

Sep 10, 2008: Read & discuss scenarios from the book during PLC.

Person: Adrienne Gideon

Activity: Review Ruby Payne's "A Framework for Understanding Poverty."

Oct 7, 2008: Discuss the "hidden rules" among the classes.

Person: Adrienne Gideon

Activity: Review Ruby Payne's "A Framework for Understanding Poverty."

Nov 19, 2008: Review the characteristics of "generational and situational" poverty.

Person: Adrienne Gideon

Activity: Review Ruby Payne's "A Framework for Understanding Poverty."

Dec 1, 2008: Each teacher will identify a student to which this information would apply.

Person: Chrissy Samanas

Activity: Teachers will apply knowledge learned from Ruby Payne's, "A Framework for Understanding Poverty."

Dec 1, 2008: Teacher and Teacher Assistance Team will plan appropriate strategies for the identified student.

Person: Chrissy Samanas

Activity: Teachers will apply knowledge learned from Ruby Payne's, "A Framework for Understanding Poverty."

Jan 26, 2009: Teachers will review progress & revise strategies as needed for the identified student.

Person: Chrissy Samanas

Activity: Teachers will apply knowledge learned from Ruby Payne's, "A Framework for Understanding Poverty."

Feb 11, 2009: Teachers will discuss progress with identified students during a PLC meeting.

Person: Adrienne Gideon

Activity: Teachers will apply knowledge learned from Ruby Payne's, "A Framework for Understanding Poverty."

Feb 12, 2009: Teachers will continue to apply this knowledge to students from poverty.

Person: Adrienne Gideon

Activity: Teachers will apply knowledge learned from Ruby Payne's, "A Framework for Understanding Poverty."

Improving Reading Instruction

Mar 7, 2008: Teachers will submit record of new strategies implemented.

Person: Brandy Peterson

Activity: Collect baseline data

May 29, 2008: Literacy Coach will provide a summer in-service focusing on preparing the classroom environment for reading.

Person: Susie Runyon

Activity: K-2 staff will participate in the teaching of reading in-services.

Jun 4, 2008: Jo Seidel, Reading Consultant, will provide a summer in-service on developing the classroom reading program.

Person: Adrienne Gideon

Activity: Grades 3-6 teaching staff will participate in the teaching of reading in-services.

Jun 30, 2008: K-6 staff will each be paid for attending one day of summer reading in-service.

Person: Adrienne Gideon

Activity: Staff will be provided time professional development activities.

- Aug 27, 2008:** Study groups will be formed.
Person: Mary Ellen Williams
Activity: Research & study the teaching of reading.
- Aug 29, 2008:** Resource books related to the teaching of reading will be provided.
Person: Adrienne Gideon
Activity: Staff will be provided with appropriate resources.
- Sep 2, 2008:** Grades 3-6 staff will implement strategies taught by Reading Consultant, Jo Seidel during summer in-service.
Person: Diana Martin
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Sep 2, 2008:** K-2 staff will implement beginning reading strategies as taught by the Literacy coach during the summer in-service.
Person: Lori Shew
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Sep 8, 2008:** Individuals will search the International Reading Association's and other reading related websites and begin reading.
Person: Mary Ellen Williams
Activity: Research & study the teaching of reading.
- Sep 15, 2008:** Literacy Coach will meet with K-2 teachers to monitor progress with the teaching of new strategies.
Person: Susie Runyon
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Sep 17, 2008:** Grades 3-6 staff will meet to monitor their progress & provide peer support.
Person: Lisa Kneeland
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Sep 17, 2008:** Literacy Coach will provide an in-service on the beginning skills needed to learn to read.
Person: Susie Runyon
Activity: K-2 staff will participate in the teaching of reading in-services.
- Sep 17, 2008:** Release-time will be provided for K-2 and 3-6 in-services.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Sep 24, 2008:** Study groups will share research information & readings.
Person: Lisa Kneeland
Activity: Research & study the teaching of reading.
- Sep 24, 2008:** Professional Learning Community time will be used for study groups and networking.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Sep 24, 2008:** PLC time will be used for research and study of reading practices.
Person: Adrienne Gideon
Activity: Staff will be provided with appropriate resources.
- Sep 25, 2008:** Grades 3-6 staff will learn research-based reading strategies to teach students as provided by Jo Seidel, Reading Consultant.
Person: Adrienne Gideon
Activity: Grades 3-6 teaching staff will participate in the teaching of reading in-services.
- Oct 2, 2008:** Grades 3-6 staff will implement reading strategies taught by Reading Consultant, Jo Seidel.
Person: Diana Martin
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.

- Oct 2, 2008:** Literacy Coach will implement strategies taught or modeled by the Literacy Coach.
Person: Lori Shew
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Oct 8, 2008:** Study groups will share research information & readings.
Person: Lisa Kneeland
Activity: Research & study the teaching of reading.
- Oct 15, 2008:** Literacy Coach will meet with K-2 teachers to monitor progress with the teaching of new strategies.
Person: Susie Runyon
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Oct 22, 2008:** Professional Learning Community time will be used for study groups and networking.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Oct 22, 2008:** PLC time will be used for research and study of reading practices.
Person: Adrienne Gideon
Activity: Staff will be provided with appropriate resources.
- Oct 29, 2008:** Grades 3-6 staff will meet to monitor their progress & provide peer support.
Person: Lisa Kneeland
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Oct 29, 2008:** Groups will provide all staff with a synopsis of readings.
Person: Betsi Case
Activity: Research & study the teaching of reading.
- Nov 5, 2008:** Literacy Coach will implement strategies taught or modeled by the Literacy Coach.
Person: Lori Shew
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Nov 10, 2008:** Literacy Coach will provide an in-service on the beginning skills needed to learn to read.
Person: Susie Runyon
Activity: K-2 staff will participate in the teaching of reading in-services.
- Nov 12, 2008:** Grades 3-6 staff will meet to monitor their progress & provide peer support.
Person: Lisa Kneeland
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Nov 13, 2008:** Grades 3-6 staff will learn research-based reading strategies to teach students as provided by Jo Seidel, Reading Consultant.
Person: Adrienne Gideon
Activity: Grades 3-6 teaching staff will participate in the teaching of reading in-services.
- Nov 14, 2008:** K-2 staff will attend reading in-services provided by the Purdue Literacy Project at West Lafayette.
Person: Adrienne Gideon
Activity: K-2 staff will participate in the teaching of reading in-services.
- Nov 15, 2008:** Literacy Coach will meet with K-2 teachers to monitor progress with the teaching of new strategies.
Person: Susie Runyon
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Nov 17, 2008:** Grades 3-6 staff will implement strategies taught by Reading Consultant, Jo Seidel.
Person: Diana Martin
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Nov 17, 2008:** Grades 3-6 staff will read & discuss books and articles as recommended by the Reading Coach.
Person: Diana Martin
Activity: Research & study the teaching of reading.

- Nov 17, 2008:** K-2 staff will read & discuss books and articles as recommended by the Literacy Coach.
Person: Susie Runyon
Activity: Research & study the teaching of reading.
- Nov 19, 2008:** Release-time will be provided for K-2 and 3-6 in-services.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Nov 19, 2008:** PLC time will be used for book & research sharing.
Person: Adrienne Gideon
Activity: Staff will be provided with appropriate resources.
- Nov 25, 2008:** Professional Learning Community time will be used for study groups and networking.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Dec 4, 2008:** Literacy Coach will implement strategies taught or modeled by the Literacy Coach.
Person: Lori Shew
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Dec 10, 2008:** Grades 3-6 staff will meet to monitor their progress & provide peer support.
Person: Lisa Kneeland
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Dec 15, 2008:** Literacy Coach will meet with K-2 teachers to monitor progress with the teaching of new strategies.
Person: Susie Runyon
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Dec 24, 2008:** Professional Learning Community time will be used for study groups and networking.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Jan 1, 2009:** Literacy Coach will implement strategies taught or modeled by the Literacy Coach.
Person: Lori Shew
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Jan 7, 2009:** PLC time will be used for book & research sharing.
Person: Adrienne Gideon
Activity: Staff will be provided with appropriate resources.
- Jan 15, 2009:** Literacy Coach will meet with K-2 teachers to monitor progress with the teaching of new strategies.
Person: Susie Runyon
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Jan 16, 2009:** Teachers will submit record of new strategies implemented.
Person: Brandy Peterson
Activity: Collect first semester/trimester follow up data
- Jan 21, 2009:** Grades 3-6 staff will meet to monitor their progress & provide peer support.
Person: Lisa Kneeland
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Jan 21, 2009:** Professional Learning Community time will be used for study groups and networking.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Feb 5, 2009:** Literacy Coach will implement strategies taught or modeled by the Literacy Coach.
Person: Lori Shew
Activity: K-2 staff will implement research-based strategies for the teaching of reading.

- Feb 5, 2009:** Literacy Coach will provide an in-service on the skills needed to learn to read.
Person: Susie Runyon
Activity: K-2 staff will participate in the teaching of reading in-services.
- Feb 11, 2009:** PLC time will be used for book & research sharing.
Person: Adrienne Gideon
Activity: Staff will be provided with appropriate resources.
- Feb 12, 2009:** Grades 3-6 staff will learn research-based reading strategies to teach students as provided by Jo Seidel, Reading Consultant.
Person: Adrienne Gideon
Activity: Grades 3-6 teaching staff will participate in the teaching of reading in-services.
- Feb 13, 2009:** K-2 staff will attend reading in-services provided by the Purdue Literacy Project at West Lafayette.
Person: Adrienne Gideon
Activity: K-2 staff will participate in the teaching of reading in-services.
- Feb 15, 2009:** Literacy Coach will meet with K-2 teachers to monitor progress with the teaching of new strategies.
Person: Susie Runyon
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Feb 17, 2009:** Grades 3-6 staff will read & discuss books and articles as recommended by the Reading Coach.
Person: Diana Martin
Activity: Research & study the teaching of reading.
- Feb 17, 2009:** K-2 staff will read & discuss books and articles as recommended by the Literacy Coach.
Person: Susie Runyon
Activity: Research & study the teaching of reading.
- Feb 18, 2009:** Grades 3-6 staff will implement strategies taught by Reading Consultant, Jo Seidel.
Person: Diana Martin
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Feb 18, 2009:** Grades 3-6 staff will meet to monitor their progress & provide peer support.
Person: Lisa Kneeland
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Feb 20, 2009:** Release-time will be provided for K-2 and 3-6 in-services.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Feb 25, 2009:** Professional Learning Community time will be used for study groups and networking.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Mar 5, 2009:** Literacy Coach will implement strategies taught or modeled by the Literacy Coach.
Person: Lori Shew
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Mar 15, 2009:** Literacy Coach will meet with K-2 teachers to monitor progress with the teaching of new strategies.
Person: Susie Runyon
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Mar 18, 2009:** Grades 3-6 staff will meet to monitor their progress & provide peer support.
Person: Lisa Kneeland
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Mar 18, 2009:** Literacy Coach will provide an in-service on the skills needed to learn to read.
Person: Susie Runyon
Activity: K-2 staff will participate in the teaching of reading in-services.

- Mar 25, 2009:** Professional Learning Community time will be used for study groups and networking.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- Apr 2, 2009:** Literacy Coach will implement strategies taught or modeled by the Literacy Coach.
Person: Lori Shew
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Apr 13, 2009:** Grades 3-6 staff will learn research-based reading strategies to teach students as provided by Jo Seidel, Reading Consultant.
Person: Adrienne Gideon
Activity: Grades 3-6 teaching staff will participate in the teaching of reading in-services.
- Apr 15, 2009:** Teachers will submit record of new strategies implemented.
Person: Brandy Peterson
Activity: Collect final semester/trimester follow up data
- Apr 15, 2009:** Literacy Coach will meet with K-2 teachers to monitor progress with the teaching of new strategies.
Person: Susie Runyon
Activity: K-2 staff will implement research-based strategies for the teaching of reading.
- Apr 20, 2009:** Grades 3-6 staff will implement strategies taught by Reading Consultant, Jo Seidel.
Person: Diana Martin
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Apr 22, 2009:** Grades 3-6 staff will meet to monitor their progress & provide peer support.
Person: Lisa Kneeland
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- Apr 22, 2009:** Release-time will be provided for K-2 and 3-6 in-services.
Person: Adrienne Gideon
Activity: Staff will be provided time professional development activities.
- May 6, 2009:** Grades 3-6 staff will meet to monitor their progress & provide peer support.
Person: Lisa Kneeland
Activity: Grades 3-6 reading teaching staff will implement research-based strategies for the teaching of reading.
- May 15, 2009:** Literacy Coach will meet with K-2 teachers to monitor progress with the teaching of new strategies.
Person: Susie Runyon
Activity: K-2 staff will implement research-based strategies for the teaching of reading.

Parent Involvement

- Mar 12, 2008:** Current response is zero as this is a new evaluation process.
Person: Rhonda Sudduth
Activity: Collect baseline data
- May 20, 2008:** Prepare grade level information packets.
Person: Rachel Loomis
Activity: Parent Night
- Jul 18, 2008:** Purchase school supplies to give to those parents who attend.
Person: Adrienne Gideon
Activity: Parent Night
- Jul 21, 2008:** Advertise in our summer newsletter, on our Web Site, in local newspapers, and on posters distributed in the community.
Person: Diana Robertson
Activity: Parent Night

- Aug 1, 2008:** Fill supply bags by grade level.
Person: Esther Yeargin
Activity: Parent Night
- Aug 1, 2008:** Prepare parent session: Bully Prevention
Person: Bill Livers
Activity: Parent Night
- Aug 1, 2008:** Prepare parent session: Literacy
Person: Diana Martin
Activity: Parent Night
- Aug 1, 2008:** Prepare parent session: Math
Person: Mary Ellen Sandusky
Activity: Parent Night
- Aug 4, 2008:** Advertise at Registration
Person: Jamie Mager
Activity: Parent Night
- Aug 11, 2008:** Host Parent Night
Person: Adrienne Gideon
Activity: Parent Night
- Aug 12, 2008:** Survey parents.
Person: Rhonda Sudduth
Activity: Parent Night
- Sep 24, 2008:** Peggy Hines will in-service staff on good strategies to use when involving parents in school activities.
Person: Bill Livers
Activity: Parent Involvement In-service
- Oct 22, 2008:** Project PRE-Pare teachers (co-committee with ISU liaison) will share plans for the event: Open House/Science Night.
Person: Mary Ellen Sandusky
Activity: Obtain Staff Support
- Oct 30, 2008:** Advertise in our newsletter, on our Web Site, in local newspapers, in notices sent home, and on posters distributed in the community.
Person: Diana Robertson
Activity: Open House/Science Night
- Nov 5, 2008:** Host the event.
Person: Mary Ellen Sandusky
Activity: Open House/Science Night
- Nov 5, 2008:** Prepare classroom science activities for students & guests to do.
Person: Mary Ellen Sandusky
Activity: Open House/Science Night
- Nov 5, 2008:** Survey participants.
Person: Esther Yeargin
Activity: Open House/Science Night
- Nov 12, 2008:** Survey parents as to degree of benefit of the Parent Night & Open House.
Person: Rhonda Sudduth
Activity: Collect first semester/trimester follow up data
- Jan 7, 2009:** Project PRE-Pare teachers (co-committee with ISU liaison) will share plans for the event: Family Health/Fitness Night
Person: Esther Yeargin
Activity: Obtain Staff Support

- Jan 7, 2009:** Staff can volunteer to participate in either the Family Health Fitness or Family Reading Night.
Person: Adrienne Gideon
Activity: Obtain Staff Support
- Jan 16, 2009:** Advertise in our newsletter, on our Web Site, in local newspapers, in notices sent home, and on posters distributed in the community.
Person: Diana Robertson
Activity: Family Health/Fitness Night
- Jan 16, 2009:** Develop sessions for families: Healthy Snacks, Low-Impact Exercise, Health Information, etc.
Person: Rachel Loomis
Activity: Family Health/Fitness Night
- Jan 16, 2009:** Order books for bingo.
Person: Lisa Kneeland
Activity: Family Reading Night/Books & Bingo
- Jan 28, 2009:** Host the event.
Person: Esther Yeargin
Activity: Family Health/Fitness Night
- Jan 28, 2009:** Survey participants.
Person: Rachel Loomis
Activity: Family Health/Fitness Night
- Feb 13, 2009:** Schedule celebrity readers.
Person: Diana Martin
Activity: Family Reading Night/Books & Bingo
- Feb 28, 2009:** Advertise in our newsletter, on our Web Site, in local newspapers, in notices sent home, and on posters distributed in the community.
Person: Diana Robertson
Activity: Family Reading Night/Books & Bingo
- Mar 4, 2009:** Survey parents as to degree of benefit of the Family Health/Fitness Night & Family Reading Night.
Person: Rhonda Sudduth
Activity: Collect final semester/trimester follow up data
- Mar 4, 2009:** Select reading games including a book walk.
Person: Rachel Loomis
Activity: Family Reading Night/Books & Bingo
- Mar 12, 2009:** Host the event.
Person: Lisa Kneeland
Activity: Family Reading Night/Books & Bingo
- Mar 12, 2009:** Survey parents.
Person: Lisa Kneeland
Activity: Family Reading Night/Books & Bingo
- Mar 12, 2009:** Project PRE-Pare teachers (co-committee with ISU liaison) will share plans for the event: Family Reading Night/Books & Bingo.
Person: Lisa Kneeland
Activity: Obtain Staff Support
- May 7, 2009:** Project PRE-Pare teachers (co-committee with ISU liaison) will share plans for the event: Parent Night.
Person: Rhonda Sudduth
Activity: Obtain Staff Support

Safe and Disciplined Learning Environment

Mar 19, 2008: Survey staff with Likert Scale.

Person: Bill Livers

Activity: Collect baseline data

May 20, 2008: Review/revise bully discipline plan.

Person: Adrienne Gideon

Activity: S.T.A.R. Steering Team will monitor progress.

Jul 21, 2008: Introduce program in the summer newsletter.

Person: Bill Livers

Activity: Olweus Bully Prevention Program will be shared with all stakeholders.

Jul 29, 2008: Develop lessons.

Person: Jeanne Dellmo

Activity: Implementation of bi-monthly lessons.

Aug 4, 2008: Include a star on monthly menu to designate lesson days.

Person: Jamie Mager

Activity: Olweus Bully Prevention Program will be shared with all stakeholders.

Aug 6, 2008: Provide in-service for bus drivers.

Person: Bill Livers

Activity: Steering Team will train staff.

Aug 8, 2008: Provide in-service for custodians & food service staff.

Person: Adrienne Gideon

Activity: Steering Team will train staff.

Aug 11, 2008: Assign staff to classrooms to present lessons.

Person: Adrienne Gideon

Activity: Implementation of bi-monthly lessons.

Aug 11, 2008: 20 minute presentation to parents at Back-to-School night.

Person: Bill Livers

Activity: Olweus Bully Prevention Program will be shared with all stakeholders.

Aug 12, 2008: Display related posters, bulletin boards, etc.

Person: Jeanne Dellmo

Activity: Create a supportive climate.

Aug 12, 2008: A box will be available for staff to submit questions & comments concerning the program.

Person: Eric Crowder

Activity: Opportunities for Staff Input

Aug 12, 2008: Provide in-service for teaching staff.

Person: Bill Livers

Activity: Steering Team will train staff.

Sep 5, 2008: Provide a confidential box for student can leave notes concerning bully situations/questions.

Person: Eric Crowder

Activity: Create a supportive climate.

Sep 5, 2008: Provide S.T.A.R. shirts for students & staff.

Person: Jamie Mager

Activity: Create a supportive climate.

Sep 5, 2008: Facilitate S.T.A.R. (bully prevention lessons).

Person: Mary Ellen Thurow

Activity: Implementation of bi-monthly lessons.

Sep 24, 2008: Corporation Steering Team will meet to monitor corporation progress.

Person: Mary Ellen Thurow

Activity: S.T.A.R. Steering Team will monitor progress.

Sep 25, 2008: Present overview of program to our School Community Council.

Person: Bill Livers

Activity: Olweus Bully Prevention Program will be shared with all stakeholders.

Nov 19, 2008: Corporation Steering Team will meet to monitor corporation progress.

Person: Mary Ellen Thurow

Activity: S.T.A.R. Steering Team will monitor progress.

Dec 1, 2008: Survey staff.

Person: Bill Livers

Activity: Collect first semester/trimester follow up data

Dec 3, 2008: Survey staff to assess implementation and perceptions of program effectiveness.

Person: Ronna Rewers

Activity: Opportunities for Staff Input

Feb 24, 2009: Corporation Steering Team will meet to monitor corporation progress.

Person: Mary Ellen Thurow

Activity: S.T.A.R. Steering Team will monitor progress.

Mar 20, 2009: Survey staff.

Person: Bill Livers

Activity: Collect final semester/trimester follow up data

Apr 22, 2009: Corporation Steering Team will meet to monitor corporation progress.

Person: Mary Ellen Thurow

Activity: S.T.A.R. Steering Team will monitor progress.

Continuous Improvement Timeline

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

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