

School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:27:37

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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 6
- Academic Goals 7
- Areas of Concern 9
- Strategies 11
- Professional Development 13
- Relationship Report -- Areas of Concern / Strategies / Data Targets 18
- Force Field Excerpt 21
- To-Do List 22
- Continuous Improvement Timeline 39

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
- Sherri Sauer - Community Representative (Business)
- Esther Yeargin - Teacher

Strategy Chairs

- Lisa Kneeland
- Rachel Loomis
- Diana Martin
- Jill Moore
- Mary Ann Relford
- Rhonda Sudduth
- Mary Ellen Thurow
- Susie Welch

Community Council

- Oldham Christie - Nurse
- Dana Cooksey
- Karen Gallagher - Housewife
- Randy Kneeland - Deputy
- Michelle McFall
- Clint Oldham - Med. Tech
- Sherri Sauer - Human Resources
- Lester Saurer - business
- Diane Smith - clerk/cook/day manager
- Jerry Stahl - Stock person
- Rob Virostko - Engineer
- Jason Winn - do not know

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 a learning rich environment surrounded by caring and supportive adults. This is an environment that is conducive to learning, where there are high expectations for success and opportunities to learn with a curriculum that is challenging, incorporates real-life experiences, and uses a wide range of resources. Students deserve to feel safe at school, have a comfort level that allows them to take risks without the fear of failure, be respected for who they are, appreciated for how they learn, and evaluated on their own merit.

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

are active in the educational process by participating in school leadership and functions. Parents support their children by making sure that homework is a priority, by assuring that their children are at school daily and that their basic needs (sleep, food, clothing, health) are met. The adults take the responsibility of being a role model seriously and engage in behavior that warrants being modeled. All adults in the community show that they value education by talking positively about the school, providing resources, and volunteering. When working with children, the adults hold high expectations regarding academic performance and behavior. All adults feel comfortable at school and are willing to voice praise, as well as concerns.

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

respect self, others, and property. They demonstrate good citizenship by using life skills and taking responsibility for their own actions. They strive for excellence in every job and understand the value of hard work. They are self-motivated, energetic, and willing to take on challenges. Students come to school prepared to learn. They are well rested, clean, and have healthy diets. Students perform at grade level or higher in all academic areas. They attend school daily, behave appropriately, and are highly engaged in learning.

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

- % of students who pass ISTEP+ in grades 3-6: 100%
- % of students who pass ISTEP+ Eng/LA in grades 3-6 who receive meal/text assistance: 100%
- % of students who pass ISTEP+ subtest: Problem Solving: 100%
- % of students who pass ISTEP+ subtest: Reading Comprehension: 100%
- % of students who pass ISTEP+ Mathematics in grades 3-6 who receive 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 & Mathematics by students with 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

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	
79	76	77	76	77	76	78		79		80		100

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

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	
68	62	64	67	69	66	68		70		71		100

All students in grades 3-6 - percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications

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	
					21	31		38		45		100

All students in grades 3-6 - percent passing ISTEP+ subtest: Computation

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					75	76		77		78		100

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

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	80	80	78	79	78	79		80		81		100

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

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	
78	77	78	74	75	74	75		76		77		100

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

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	
71	65	74	69	70	70	71		72		73		100

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

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	60	74	70	71	70	71		72		73		100

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

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	
49	35	44	61	63	57	60		62		64		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: Students believe that the behavior of other students interferes with their learning.

61% of students in grades 3-6 stated that the behavior of other students interfered with their learning. (Force Field Survey Results) 70% of faculty believes behavior of students interferes with the other students' ability to learn. (Force Field Survey Results)

Concern: Teachers need to make regular contact with parents.

Percent of participation in school events outside of fall conferences, Open House, and basketball games is low. (Participation in volunteer program, academic help sessions, family nights is low.)

Concern: Resources are not always available to adequately support instruction.

Force Field: Instruction - Only 66% of students & 65% of parents agree that instruction relates to student interest. Teachers have identified a need for better resources for the teaching of multi-step problems in mathematics.

Concern: Teachers need to make parents more aware of the progress of their children.

Force Field: Assessment - 32% of parents disagreed with the statement, "My child's teacher provides weekly feedback regarding his/her progress in class."

Concern: Students feel that their personal problems are interfering with their learning.

Force Field: Environment - 37% of students indicate that personal problems interfere with their learning. Teacher Assistance Team & Parent Teacher Conference, and Case Conference Committee meetings also indicate this.

Concern: Teachers need to provide students more opportunities to communicate in writing.

Current curriculum & instruction does not include consistent instructional practice in writing.

Concern: Teachers need to provide reading materials and activities that capture the interest of male students.

Currently, reading curriculum does not take into account gender differences.

Concern: Teachers need to provide more consistent and extensive instruction in multi-step problem solving.

Current curriculum does not include enough emphasis on multi-step problem solving.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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

Parent Involvement/Family Involvement —

Teachers will make positive contacts with a parent/guardian for all students with postcards or phone calls at least once each grading period.

Safe and Disciplined Learning Environment —

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

Student Behavior Intervention —

Rosedale staff will research, identify, and develop a behavior plan to be implemented schoolwide during the 2010-2011 school year.

Required Strategies

F. Encourage Rigorous Curriculum: Differentiation of Instruction —

Teachers will be provided in-service and release time in order to be prepared to introduce one new strategy for differentiation of instruction each of the second, third, and fourth grading periods in either the areas of Language Arts or Mathematics. This differentiation of instruction will change what goes on in the classroom so that students will have multiple options for taking in information, making sense of ideas, and expressing what is learned.

F. Encourage Rigorous Curriculum: Improve Writing Instruction for Grades 3 - 6 —

Teachers of grades 3 - 6 will research and receive training in best practices for writing instruction during the first semester. Using best practices for writing instruction, they will develop a curriculum and assessment plan to implement writing workshops during second semester. This will give students the opportunity to be engaged in independent writing, while the teacher provides support and meets the individual learning needs of students through writing conferences.

F. Encourage Rigorous Curriculum: K-2 Writing Workshop Implementation —

With the support of our Literacy Coach, K-2 classroom teachers will implement weekly writing workshops in their classrooms. The writing workshops consist of three parts: a mini lesson, time to independently write and/or confer with the teacher, and time to share their work. Thus, the whole class will be engaged in independent writing while the teacher provides support and meets the individual learning needs of students through writing conferences.

I. Focused Academic Area: Improving Reading Instruction —

Rosedale Elementary staff will continue to implement newly acquired strategies for the teaching of reading. We will focus professional development on improving literacy instruction for grades 3 - 6 staff with on-going sessions with our Reading Consultant.

I. Focused Academic Area: Math Multi-step Problem Solving —

Teachers will develop and use a weekly mathematics multi-step problem-solving prompt for student practice each Monday. This problem will be used as an instructional tool for improving student achievement.

I. Focused Academic Area: Read Alouds —

Our Literacy Coach will provide in-services, modeling, and support throughout the school year for K-3 teachers as they implement Read Alouds into their language arts curriculum. As teachers read aloud to students, they will demonstrate how to think and act like a reader, will demonstrate fluent reading and syntax, develop a sense of story, build comprehension, introduce literary language, develop listening stamina.

U. Focused Student Group: Reading Interests of Males —

During first semester, teachers will research gender biases in learning. They will use this information to select reading resources and to develop instructional strategies to implement second semester that will capture the interest of male students.

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.

Student Behavior Intervention

Professional Development Activity	Funding	Activity Purpose
<i>Strategy team will in-service staff for implementation of selected intervention plan.</i>	Source: Corporation Amount: \$ 500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
During Professional Learning Community times, the Strategy Team will provide training to all staff.	Teachers Counselors Administrators	Presentation/Workshop

F. Encourage Rigorous Curriculum: Differentiation of Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Provide opportunities to increase knowledge of differentiation of instruction.</i>	Source: State Professional Development Funds Amount: \$ 700.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
During Professional Learning Communities, staff will be trained to differentiate, plan for differentiation, & network with other staff. Also, PLC time will be used to jigsaw related articles with their peers. Also, classroom teachers will visit other sites to see differentiation in action.	Teachers Counselors Administrators	Presentation/Workshop Professional Reading Networking/Site Visit

F. Encourage Rigorous Curriculum: Improve Writing Instruction for Grades 3 - 6

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will learn how to implement a writing workshop.</i>	Source: State Professional Development Funds Amount: \$ 500.00	Skill Building
Brief Description	Intended Participants	Activity Format
Literacy Coach will in-service teachers on development of a writing workshop format for instruction. It will include physical arrangement of room & how to conference with students.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will develop criteria for written work.</i>	Source: State Professional Development Amount: \$500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will develop a criteria for written work and prepare it for presentation to students, staff, & parents.	Teachers	Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will research & share best practices in writing instruction.</i>	Source: Corporation release time Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
During PLC sessions (which is early release time), staff will have the opportunity to do Internet & other research, then present to their grades 3-6 teaching team.	Teachers Administrators	Presentation/Workshop Study Group

F. Encourage Rigorous Curriculum: K-2 Writing Workshop Implementation

Professional Development Activity	Funding	Activity Purpose
<i>Provide on-going support by literacy coach.</i>	Source: Corporation Funds Amount: \$1400.00	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
With K-2 teachers, our Literacy Coach will evaluate progress and revise plans for the writing workshop implementation in the classrooms.	Teachers	Talk to Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Literacy Coach will model the steps of the writing process in classrooms.</i>	Source: Corporation Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
The Literacy Coach will visit each classroom to model prewriting activities for writing workshop.	Teachers	Presentation/Workshop Peer Coaching

I. Focused Academic Area: Improving Reading Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will participate in in-services with Reading Consultant, Jo Seidel.</i>	Source: ISU Professional Development Funds Amount: \$ 4000.00	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
In-services will focus on: developing assessments, flexible grouping, guided reading best practices, management routines, & aligning comprehension strategies across the curriculum.	Teachers Administrators	Presentation/Workshop Peer Coaching Professional Reading Collaborative Problem Solving

I. Focused Academic Area: Math Multi-step Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will plan, develop, and review math materials.</i>	Source: State Professional Development Amount: \$ 1500.00	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Math teachers will review existing materials, develop prompts, strategy charts, & rubrics. Throughout the school year, they will meet to assess the progress of the use of math prompts as a teaching tool and assessment tool.	Teachers	Study Group Peer Coaching Collaborative Problem Solving

I. Focused Academic Area: Read Alouds

Professional Development Activity	Funding	Activity Purpose
<i>Literacy Coach will provide training & support for implementation of interactive read alouds.</i>	Source: Release time Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
Literacy Coach will teach K-3 teachers how to use interactive read alouds. She will model this strategy with their students & will meet monthly with them to monitor their progress and assist with on-going development of read alouds.	Teachers	Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>K-3 staff will visit another school to observe their literacy program.</i>	Source: State Professional Development Amount: \$400.00	Information
Brief Description	Intended Participants	Activity Format
K-3 staff will visit Mill Creek West to observe their use of interactive read alouds within their literacy program.	Teachers Administrators	Networking/Site Visit

U. Focused Student Group: Reading Interests of Males

Professional Development Activity	Funding	Activity Purpose
<i>Staff will research gender bias in learning.</i>	Source: Corporation Amount: \$200.00	Information
Brief Description	Intended Participants	Activity Format
Staff will share research with a jigsaw method. They will also share information learned from staff at other schools implementing gender instruction or grouping.	Teachers Counselors Administrators	Talk to Study Group

Professional Development Activity	Funding	Activity Purpose
<i>Staff will develop gender appropriate reading strategies.</i>	Source: State Funds Amount: \$1000.00	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will have release time for planning, reviewing, & revising instruction modified for males.	Teachers	Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will plan for implementation of strategies appropriate for learning by males.</i>	Source: State Professional Development Amount: \$ 800.00	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will develop criteria for student reading, select authors to study, list books to purchase, and apply for a grant.	Teachers Administrators	Study Group 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: Students believe that the behavior of other students interferes with their learning.

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in grades 3-6 -- percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications
- 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:

- Safe and Disciplined Learning Environment
- Student Behavior Intervention

Concern: Teachers need to make regular contact with parents.

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:

- Parent Involvement/Family Involvement

Concern: Resources are not always available to adequately support instruction.

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 with meal/text assistance taking ISTEP+ -- Percent passing Mathematics
- 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:

- Student Behavior Intervention
- F. Encourage Rigorous Curriculum: Improve Writing Instruction for Grades 3 - 6
- F. Encourage Rigorous Curriculum: K-2 Writing Workshop Implementation
- I. Focused Academic Area: Read Alouds
- U. Focused Student Group: Reading Interests of Males

Concern: Teachers need to make parents more aware of the progress of their children.

Data Targets Influenced by This Concern:

- All students in grades 3-6 -- percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Problem Solving

Strategies to Impact This Concern:

- Parent Involvement/Family Involvement

Concern: Students feel that their personal problems are interfering with their learning.

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:

- Student Behavior Intervention

Concern: Teachers need to provide students more opportunities to communicate in writing.

Data Targets Influenced by This Concern:

- All students in grades 3-6 -- percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Improve Writing Instruction for Grades 3 - 6
- F. Encourage Rigorous Curriculum: K-2 Writing Workshop Implementation

Concern: Teachers need to provide reading materials and activities that capture the interest of male students.

Data Targets Influenced by This Concern:

- 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:

- I. Focused Academic Area: Improving Reading Instruction
- U. Focused Student Group: Reading Interests of Males

Concern: Teachers need to provide more consistent and extensive instruction in multi-step problem solving.

Data Targets Influenced by This Concern:

- All students in grades 3-6 -- percent passing ISTEP+ subtest: Computation
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Problem Solving
- All students in grades 3-6 with meal/text assistance taking ISTEP+ -- Percent passing Mathematics

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Multi-step Problem Solving

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All students in grades 3-6 -- percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: K-2 Writing Workshop Implementation
- F. Encourage Rigorous Curriculum: Improve Writing Instruction for Grades 3 - 6
- F. Encourage Rigorous Curriculum: Differentiation of Instruction

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All students in grades 3-6 -- percent passing ISTEP+ subtest: Computation

Strategies to Impact This Concern:

- I. Focused Academic Area: Improving Reading Instruction
- I. Focused Academic Area: Math Multi-step Problem Solving
- I. Focused Academic Area: Read Alouds

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: Reading Interests of Males

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:	office & library	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Student Success Process - quarterly achievement tests of Standards in grades K-6. EPSF-Early Prevention of School Failure - Kindergarten, Diebels - K-4, DRA Reading Levels - 1 - 6, Quarterly Writing Prompts, Math Facts Tests - 3x year	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	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.

Encourage Rigorous Curriculum

Jun 1, 2009: Research list of authors' addresses.

Person: Eric Crowder

Activity: Teachers will start a letter writing campaign to authors to be completed by students.

Jun 2, 2009: Create a checklist for student binders of criteria for written work.

Person: Diana Martin

Activity: Teachers will develop criteria for written work.

Jun 2, 2009: Create a written work criteria sheet for Parent Packets.

Person: Diana Martin

Activity: Teachers will develop criteria for written work.

Jun 2, 2009: Create posters of criteria for written work.

Person: Lisa Kneeland

Activity: Teachers will develop criteria for written work.

Jun 5, 2009: Develop a list of criteria for all written work submitted by students.

Person: Lisa Kneeland

Activity: Teachers will develop criteria for written work.

Jun 10, 2009: Design physical environment for writing workshop.

Person: Susie Welch

Activity: Teachers will learn how to implement a writing workshop.

Jun 10, 2009: In-service teachers on development of writing workshop.

Person: Susie Welch

Activity: Teachers will learn how to implement a writing workshop.

Aug 10, 2009: Literacy Coach will assist teachers with room arrangement & planning for writing workshop.

Person: Susie Welch

Activity: K-2 teachers will implement writing workshop in their classrooms.

Aug 17, 2009: Writing material, such as folders, chart paper, markers, white out materials will be provided.

Person: Adrienne Gideon

Activity: Provide appropriate resources & support.

Aug 18, 2009: Number of teachers implementing a writing curriculum & assessment program.

Person: Diana Martin

Activity: Collect baseline data

Aug 28, 2009: Survey teachers of comfort level & implementation of differentiated instructional strategies.

Person: Betsi Case

Activity: Collect baseline data

Aug 31, 2009: Susie will use Plus/Delta chart to determine level of implementation.

Person: Susie Welch

Activity: Collect baseline data

Sep 1, 2009: Literacy Coach will model prewriting activities with students in each classroom.

Person: Susie Welch

Activity: K-2 teachers will implement writing workshop in their classrooms.

- Sep 2, 2009:** Literacy Coach will meet with staff to plan workshop schedule, topics, etc.
Person: Susie Welch
Activity: Provide appropriate resources & support.
- Sep 2, 2009:** Distribute list of addresses to classroom teachers.
Person: Eric Crowder
Activity: Teachers will start a letter writing campaign to authors to be completed by students.
- Sep 2, 2009:** Prepare list of authors' addresses.
Person: Eric Crowder
Activity: Teachers will start a letter writing campaign to authors to be completed by students.
- Sep 8, 2009:** In-service on how to confer with students during workshop.
Person: Susie Welch
Activity: Teachers will learn how to implement a writing workshop.
- Sep 9, 2009:** Invite high school English teachers to speak to our students about writing.
Person: Joan Lunsford
Activity: Invite local authors to visit the school.
- Sep 9, 2009:** Invite local authors to speak to our students about writing.
Person: Joan Lunsford
Activity: Invite local authors to visit the school.
- Sep 16, 2009:** Teachers will begin research.
Person: Lisa Kneeland
Activity: Teachers will research & share best practices in writing instruction.
- Sep 23, 2009:** Observe IDOE's "Differentiation Instruction Kit" video
Person: Mary Ann Relford
Activity: Provide opportunities to increase knowledge of differentiation of instruction.
- Sep 30, 2009:** Create a schedule for speakers' visits.
Person: Lisa Kneeland
Activity: Invite local authors to visit the school.
- Sep 30, 2009:** In grades 3-6 classrooms, have students write to authors.
Person: Eric Crowder
Activity: Teachers will start a letter writing campaign to authors to be completed by students.
- Oct 1, 2009:** Teachers will provide the instruction for writing workshop in their classrooms.
Person: Esther Yeargin
Activity: K-2 teachers will implement writing workshop in their classrooms.
- Oct 3, 2009:** Literacy Coach will visit classrooms to model instruction.
Person: Susie Welch
Activity: Literacy Coach will model the steps of the writing process in classrooms.
- Oct 19, 2009:** Meet with K-2 teachers to evaluate progress & revise workshop plans as needed.
Person: Susie Welch
Activity: Provide on-going support by literacy coach.
- Oct 19, 2009:** Teachers will receive 1/2 day release time for developing differentiation strategies.
Person: Adrienne Gideon
Activity: Time will be provided for teachers to develop strategies.
- Oct 21, 2009:** Jigsaw share sections of books or articles on differentiating instruction.
Person: Mary Ann Relford
Activity: Provide opportunities to increase knowledge of differentiation of instruction.

- Oct 28, 2009:** Teachers will share research.
Person: Lisa Kneeland
Activity: Teachers will research & share best practices in writing instruction.
- Nov 2, 2009:** Teachers will implement a new differentiation strategy in one area of instruction.
Person: Mary Ann Relford
Activity: Teachers will select & introduce new differentiation of instruction strategies.
- Nov 4, 2009:** Literacy Coach will meet with staff to plan workshop schedule, topics, etc.
Person: Susie Welch
Activity: Provide appropriate resources & support.
- Nov 5, 2009:** Teachers will provide the instruction for writing workshop in their classrooms.
Person: Esther Yeargin
Activity: K-2 teachers will implement writing workshop in their classrooms.
- Nov 18, 2009:** Meet for on-going support & training.
Person: Susie Welch
Activity: Teachers will learn how to implement a writing workshop.
- Dec 3, 2009:** Teachers will provide the instruction for writing workshop in their classrooms.
Person: Esther Yeargin
Activity: K-2 teachers will implement writing workshop in their classrooms.
- Dec 5, 2009:** Literacy Coach will visit classrooms to model instruction.
Person: Susie Welch
Activity: Literacy Coach will model the steps of the writing process in classrooms.
- Dec 7, 2009:** Attend workshops offered on differentiation of instruction by IDOE, WCIESC, etc.
Person: Adrienne Gideon
Activity: Provide opportunities to increase knowledge of differentiation of instruction.
- Dec 11, 2009:** Survey teachers of comfort level & implementation of differentiated instructional strategies.
Person: Betsi Case
Activity: Collect first semester/trimester follow up data
- Dec 14, 2009:** Susie will use Plus/Delta chart to determine level of implementation.
Person: Susie Welch
Activity: Collect first semester/trimester follow up data
- Dec 16, 2009:** Number of teachers implementing a writing curriculum & assessment program.
Person: Diana Martin
Activity: Collect first semester/trimester follow up data
- Dec 18, 2009:** Develop a list of writing best practices to use in classrooms second semester.
Person: Lisa Kneeland
Activity: Teachers will research & share best practices in writing instruction.
- Dec 21, 2009:** Meet with K-2 teachers to evaluate progress & revise workshop plans as needed.
Person: Susie Welch
Activity: Provide on-going support by literacy coach.
- Jan 4, 2010:** Begin writing program in classrooms.
Person: Lisa Kneeland
Activity: Teachers will implement writing curriculum & assess student progress.
- Jan 4, 2010:** Teachers will receive 1/2 day release time for developing differentiation strategies.
Person: Adrienne Gideon
Activity: Time will be provided for teachers to develop strategies.

- Jan 6, 2010:** Literacy Coach will meet with staff to plan workshop schedule, topics, etc.
Person: Susie Welch
Activity: Provide appropriate resources & support.
- Jan 7, 2010:** Teachers will provide the instruction for writing workshop in their classrooms.
Person: Esther Yeargin
Activity: K-2 teachers will implement writing workshop in their classrooms.
- Jan 13, 2010:** During PLC, share strategies and their success when implemented.
Person: Rachel Loomis
Activity: Provide opportunities to increase knowledge of differentiation of instruction.
- Jan 18, 2010:** Teachers will implement a new differentiation strategy in one area of instruction.
Person: Mary Ann Relford
Activity: Teachers will select & introduce new differentiation of instruction strategies.
- Jan 20, 2010:** Grades 3-6 teachers will meet during PLC times.
Person: Adrienne Gideon
Activity: Teachers will be provided time to discuss & evaluate writing to develop subsequent instruction.
- Jan 27, 2010:** Assess student progress.
Person: Lisa Kneeland
Activity: Teachers will implement writing curriculum & assess student progress.
- Feb 3, 2010:** Meet for on-going support & training.
Person: Susie Welch
Activity: Teachers will learn how to implement a writing workshop.
- Feb 4, 2010:** Teachers will provide the instruction for writing workshop in their classrooms.
Person: Esther Yeargin
Activity: K-2 teachers will implement writing workshop in their classrooms.
- Feb 6, 2010:** Literacy Coach will visit classrooms to model instruction.
Person: Susie Welch
Activity: Literacy Coach will model the steps of the writing process in classrooms.
- Feb 17, 2010:** Grades 3-6 teachers will meet during PLC times.
Person: Adrienne Gideon
Activity: Teachers will be provided time to discuss & evaluate writing to develop subsequent instruction.
- Feb 22, 2010:** Meet with K-2 teachers to evaluate progress & revise workshop plans as needed.
Person: Susie Welch
Activity: Provide on-going support by literacy coach.
- Feb 27, 2010:** Assess student progress.
Person: Lisa Kneeland
Activity: Teachers will implement writing curriculum & assess student progress.
- Mar 4, 2010:** Teachers will provide the instruction for writing workshop in their classrooms.
Person: Esther Yeargin
Activity: K-2 teachers will implement writing workshop in their classrooms.
- Mar 10, 2010:** Literacy Coach will meet with staff to plan workshop schedule, topics, etc.
Person: Susie Welch
Activity: Provide appropriate resources & support.
- Mar 17, 2010:** Grades 3-6 teachers will meet during PLC times.
Person: Adrienne Gideon
Activity: Teachers will be provided time to discuss & evaluate writing to develop subsequent instruction.

- Mar 27, 2010:** Assess student progress.
Person: Lisa Kneeland
Activity: Teachers will implement writing curriculum & assess student progress.
- Mar 29, 2010:** Teachers will receive 1/2 day release time for developing differentiation strategies.
Person: Adrienne Gideon
Activity: Time will be provided for teachers to develop strategies.
- Apr 1, 2010:** Teachers will provide the instruction for writing workshop in their classrooms.
Person: Esther Yeargin
Activity: K-2 teachers will implement writing workshop in their classrooms.
- Apr 7, 2010:** Meet for on-going support & training.
Person: Susie Welch
Activity: Teachers will learn how to implement a writing workshop.
- Apr 10, 2010:** Literacy Coach will visit classrooms to model instruction.
Person: Susie Welch
Activity: Literacy Coach will model the steps of the writing process in classrooms.
- Apr 12, 2010:** Teachers will implement a new differentiation strategy in one area of instruction.
Person: Mary Ann Relford
Activity: Teachers will select & introduce new differentiation of instruction strategies.
- Apr 21, 2010:** During PLC, share strategies and their success when implemented.
Person: Esther Yeargin
Activity: Provide opportunities to increase knowledge of differentiation of instruction.
- Apr 21, 2010:** Grades 3-6 teachers will meet during PLC times.
Person: Adrienne Gideon
Activity: Teachers will be provided time to discuss & evaluate writing to develop subsequent instruction.
- Apr 26, 2010:** Meet with K-2 teachers to evaluate progress & revise workshop plans as needed.
Person: Susie Welch
Activity: Provide on-going support by literacy coach.
- Apr 27, 2010:** Assess student progress.
Person: Lisa Kneeland
Activity: Teachers will implement writing curriculum & assess student progress.
- May 10, 2010:** Survey teachers of comfort level & implementation of differentiated instructional strategies.
Person: Betsi Case
Activity: Collect final semester/trimester follow up data
- May 12, 2010:** Number of teachers implementing a writing curriculum & assessment program.
Person: Diana Martin
Activity: Collect final semester/trimester follow up data
- May 12, 2010:** Susie will use Plus/Delta chart to determine level of implementation.
Person: Susie Welch
Activity: Collect final semester/trimester follow up data
- May 19, 2010:** Grades 3-6 teachers will meet during PLC times.
Person: Adrienne Gideon
Activity: Teachers will be provided time to discuss & evaluate writing to develop subsequent instruction.
- May 19, 2010:** Assess student progress.
Person: Lisa Kneeland
Activity: Teachers will implement writing curriculum & assess student progress.

Focused Academic Area

- Jun 5, 2009:** Collect and organize grade level materials for math problem solving.
Person: Mary Ellen Sandusky
Activity: Provide appropriate resources to implement the multi-step problem solving strategy.
- Jun 8, 2009:** Develop strategy charts for classrooms.
Person: Rachel Loomis
Activity: Teachers will plan, develop, and review math materials.
- Jun 8, 2009:** During the summer provide time for staff to develop, plan, and review math materials.
Person: Rhonda Sudduth
Activity: Teachers will plan, develop, and review math materials.
- Jun 8, 2009:** Books will be purchased from school funds.
Person: Adrienne Gideon
Activity: Teachers will select appropriate books to support State Standards to use as read alouds.
- Jun 9, 2009:** Create multi-step problems by grade levels.
Person: Rachel Loomis
Activity: Provide appropriate resources to implement the multi-step problem solving strategy.
- Jun 9, 2009:** Develop rubrics for scoring math prompts.
Person: Rachel Loomis
Activity: Teachers will plan, develop, and review math materials.
- Jun 9, 2009:** During the summer provide time for staff to develop, plan, and review math materials.
Person: Rhonda Sudduth
Activity: Teachers will plan, develop, and review math materials.
- Aug 5, 2009:** Purchases appropriate support materials
Person: Adrienne Gideon
Activity: Provide appropriate resources to implement the multi-step problem solving strategy.
- Aug 12, 2009:** Librarian will purchase some of the books from the list.
Person: Betsi Case
Activity: Teachers will select appropriate books to support State Standards to use as read alouds.
- Aug 12, 2009:** Teachers will select books to be purchased.
Person: Lori Shew
Activity: Teachers will select appropriate books to support State Standards to use as read alouds.
- Aug 18, 2009:** Collect and record percent of teachers who implement new strategies integrated into the instructional process.
Person: Diana Martin
Activity: Baseline Strategy Data
- Aug 24, 2009:** Teachers will model multi-step problem solving.
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Aug 31, 2009:** Introduce staff to the use of interactive read alouds.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Sep 1, 2009:** First three Mondays of the month teachers will give students practice math prompts
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Sep 1, 2009:** Teachers will model multi-step problem solving
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.

- Sep 2, 2009:** Check number of teachers implementing interactive read alouds as an instructional strategy.
Person: Susie Welch
Activity: Collect baseline data
- Sep 2, 2009:** K-3 teachers will be provided planning time with support.
Person: Adrienne Gideon
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- Sep 2, 2009:** Teachers will research appropriate books to use as read alouds.
Person: Esther Yeargin
Activity: Teachers will select appropriate books to support State Standards to use as read alouds.
- Sep 9, 2009:** Collaborate to assess progress during PLC during school year.
Person: Esther Yeargin
Activity: Teachers will plan, develop, and review math materials.
- Sep 15, 2009:** Model interactive read alouds with K-3 classrooms.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Sep 16, 2009:** K-3 teachers will select books to use for interactive read alouds.
Person: Susie Welch
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- Sep 21, 2009:** Teachers will try using a read aloud as modeled by the Literacy Coach.
Person: Esther Yeargin
Activity: Teachers will implement the use of read alouds as an instructional strategy.
- Sep 24, 2009:** Grades 3-4 teachers & support staff will learn how to use assessments to guide formation and instruction for flexible grouping.
Person: Lisa Kneeland
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Sep 25, 2009:** Grades 5-6 teachers & support staff will learn how to use assessments to guide formation and instruction for flexible grouping.
Person: Brooke Sullivan
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Sep 28, 2009:** Teachers will turn in first scored prompt results.
Person: Adrienne Gideon
Activity: Collect baseline data
- Sep 28, 2009:** Literacy Coach will meet with K-3 staff to provide support & on-going training & planning.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Sep 28, 2009:** Last Monday of each month teachers will give a math prompt that is scored
Person: Rachel Loomis
Activity: Teachers will provide weekly math prompts.
- Oct 5, 2009:** First three Mondays of the month teachers will give students practice math prompts
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Oct 5, 2009:** Teachers will model multi-step problem solving
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Oct 7, 2009:** Grades 3-6 staff will meet monthly during PLC to share progress with new literacy strategies.
Person: Diana Martin
Activity: Grades 3-6 & support staff will be provided time for networking & support of implementation of new s

- Oct 7, 2009:** K-3 teachers will be provided planning time with support.
Person: Adrienne Gideon
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- Oct 12, 2009:** Teachers will try using a read aloud as modeled by the Literacy Coach.
Person: Lori Shew
Activity: Teachers will implement the use of read alouds as an instructional strategy.
- Oct 20, 2009:** Model interactive read alouds with K-3 classrooms.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Oct 22, 2009:** Jo Seidel will visit our school to model & coach staff on-site.
Person: Adrienne Gideon
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Oct 26, 2009:** Visit Mill Creek West K-3 classrooms.
Person: Adrienne Gideon
Activity: K-3 staff will visit another school to observe their literacy program.
- Oct 26, 2009:** Literacy Coach will meet with K-3 staff to provide support & on-going training & planning.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Oct 26, 2009:** Grades 3-6 & support staff will implement strategies taught to them in September.
Person: Diana Martin
Activity: Teachers will implement literacy teaching strategies taught to them by our reading consultant.
- Oct 28, 2009:** Last Monday of each month teachers will give a math prompt that is scored
Person: Rachel Loomis
Activity: Teachers will provide weekly math prompts.
- Nov 2, 2009:** First three Mondays of the month teachers will give students practice math prompts
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Nov 2, 2009:** Teachers will model multi-step problem solving
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Nov 4, 2009:** Grades 3-6 staff will meet monthly during PLC to share progress with new literacy strategies.
Person: Diana Martin
Activity: Grades 3-6 & support staff will be provided time for networking & support of implementation of new s
- Nov 4, 2009:** K-3 teachers will be provided planning time with support.
Person: Adrienne Gideon
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- Nov 9, 2009:** Teachers will try using a read aloud as modeled by the Literacy Coach.
Person: Betsi Case
Activity: Teachers will implement the use of read alouds as an instructional strategy.
- Nov 16, 2009:** Books will be purchased from school funds.
Person: Adrienne Gideon
Activity: Teachers will select appropriate books to support State Standards to use as read alouds.
- Nov 17, 2009:** Model interactive read alouds with K-3 classrooms.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.

- Nov 19, 2009:** Grades 3-4 teachers & support staff will develop a literacy framework & curriculum that addresses gender differences.
Person: Lisa Kneeland
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Nov 20, 2009:** Grades 5-6 teachers & support staff will develop a literacy framework & curriculum that addresses gender differences.
Person: Brooke Sullivan
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Nov 23, 2009:** Literacy Coach will meet with K-3 staff to provide support & on-going training & planning.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Nov 28, 2009:** Last Monday of each month teachers will give a math prompt that is scored
Person: Rachel Loomis
Activity: Teachers will provide weekly math prompts.
- Dec 2, 2009:** Grades 3-6 staff will meet monthly during PLC to share progress with new literacy strategies.
Person: Diana Martin
Activity: Grades 3-6 & support staff will be provided time for networking & support of implementation of new s
- Dec 2, 2009:** K-3 teachers will be provided planning time with support.
Person: Adrienne Gideon
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- Dec 7, 2009:** First three Mondays of the month teachers will give students practice math prompts
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Dec 7, 2009:** Teachers will model multi-step problem solving
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Dec 9, 2009:** Collaborate to assess progress during PLC during school year.
Person: Esther Yeargin
Activity: Teachers will plan, develop, and review math materials.
- Dec 14, 2009:** Check number of teachers implementing interactive read alouds as an instructional strategy.
Person: Susie Welch
Activity: Collect first semester/trimester follow up data
- Dec 14, 2009:** Collect and record percent of teachers who implement new strategies integrated into the instructional process
Person: Diana Martin
Activity: First semester/trimester follow up Strategy Data
- Dec 14, 2009:** Grades 3-6 & support staff will implement strategies taught to them in November.
Person: Diana Martin
Activity: Teachers will implement literacy teaching strategies taught to them by our reading consultant.
- Dec 14, 2009:** Teachers will try using a read aloud as modeled by the Literacy Coach.
Person: Esther Yeargin
Activity: Teachers will implement the use of read alouds as an instructional strategy.
- Dec 14, 2009:** Last Monday of each month teachers will give a math prompt that is scored
Person: Rachel Loomis
Activity: Teachers will provide weekly math prompts.
- Dec 15, 2009:** Model interactive read alouds with K-3 classrooms.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.

- Dec 28, 2009:** Literacy Coach will meet with K-3 staff to provide support & on-going training & planning.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Jan 4, 2010:** First three Mondays of the month teachers will give students practice math prompts
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Jan 4, 2010:** Teachers will model multi-step problem solving
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Jan 6, 2010:** Grades 3-6 staff will meet monthly during PLC to share progress with new literacy strategies.
Person: Diana Martin
Activity: Grades 3-6 & support staff will be provided time for networking & support of implementation of new s
- Jan 6, 2010:** K-3 teachers will be provided planning time with support.
Person: Adrienne Gideon
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- Jan 11, 2010:** Teachers will turn in scored prompt results through December.
Person: Adrienne Gideon
Activity: Collect first semester/trimester follow up data
- Jan 11, 2010:** Teachers will try using a read aloud as modeled by the Literacy Coach.
Person: Lori Shew
Activity: Teachers will implement the use of read alouds as an instructional strategy.
- Jan 13, 2010:** Librarian will purchase some of the books from the list.
Person: Betsi Case
Activity: Teachers will select appropriate books to support State Standards to use as read alouds.
- Jan 19, 2010:** Model interactive read alouds with K-3 classrooms.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Jan 21, 2010:** Grades 3-4 teachers & support staff will learn guided reading best practices & management routines.
Person: Lisa Kneeland
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Jan 22, 2010:** Grades 5-6 teachers & support staff will learn guided reading best practices & management routines.
Person: Brooke Sullivan
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Jan 25, 2010:** Literacy Coach will meet with K-3 staff to provide support & on-going training & planning.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Jan 28, 2010:** Last Monday of each month teachers will give a math prompt that is scored
Person: Rachel Loomis
Activity: Teachers will provide weekly math prompts.
- Feb 1, 2010:** Grades 3-6 & support staff will implement strategies taught to them in January.
Person: Diana Martin
Activity: Teachers will implement literacy teaching strategies taught to them by our reading consultant.
- Feb 1, 2010:** First three Mondays of the month teachers will give students practice math prompts
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.

- Feb 1, 2010:** Teachers will model multi-step problem solving
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Feb 3, 2010:** Grades 3-6 staff will meet monthly during PLC to share progress with new literacy strategies.
Person: Diana Martin
Activity: Grades 3-6 & support staff will be provided time for networking & support of implementation of new s
- Feb 3, 2010:** K-3 teachers will be provided planning time with support.
Person: Adrienne Gideon
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- Feb 8, 2010:** Teachers will try using a read aloud as modeled by the Literacy Coach.
Person: Betsi Case
Activity: Teachers will implement the use of read alouds as an instructional strategy.
- Feb 16, 2010:** Model interactive read alouds with K-3 classrooms.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Feb 22, 2010:** Literacy Coach will meet with K-3 staff to provide support & on-going training & planning.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Feb 25, 2010:** Jo Seidel will visit our school to model & coach staff on-site.
Person: Adrienne Gideon
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Feb 28, 2010:** Last Monday of each month teachers will give a math prompt that is scored
Person: Rachel Loomis
Activity: Teachers will provide weekly math prompts.
- Mar 1, 2010:** First three Mondays of the month teachers will give students practice math prompts
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Mar 1, 2010:** Teachers will model multi-step problem solving
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Mar 3, 2010:** Grades 3-6 staff will meet monthly during PLC to share progress with new literacy strategies.
Person: Diana Martin
Activity: Grades 3-6 & support staff will be provided time for networking & support of implementation of new s
- Mar 3, 2010:** K-3 teachers will be provided planning time with support.
Person: Adrienne Gideon
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- Mar 8, 2010:** Teachers will try using a read aloud as modeled by the Literacy Coach.
Person: Esther Yeargin
Activity: Teachers will implement the use of read alouds as an instructional strategy.
- Mar 16, 2010:** Model interactive read alouds with K-3 classrooms.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Mar 22, 2010:** Literacy Coach will meet with K-3 staff to provide support & on-going training & planning.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.

- Mar 29, 2010:** Last Monday of each month teachers will give a math prompt that is scored
Person: Rachel Loomis
Activity: Teachers will provide weekly math prompts.
- Apr 5, 2010:** First three Mondays of the month teachers will give students practice math prompts
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Apr 5, 2010:** Teachers will model multi-step problem solving
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- Apr 7, 2010:** Grades 3-6 staff will meet monthly during PLC to share progress with new literacy strategies.
Person: Diana Martin
Activity: Grades 3-6 & support staff will be provided time for networking & support of implementation of new s
- Apr 7, 2010:** K-3 teachers will be provided planning time with support.
Person: Adrienne Gideon
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- Apr 8, 2010:** Grades 3-4 teachers & support staff will align comprehension strategies across subject areas & grade levels.
Person: Lisa Kneeland
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Apr 9, 2010:** Grades 5-6 teachers & support staff will learn guided reading best practices & management routines.
Person: Brooke Sullivan
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.
- Apr 12, 2010:** Teachers will try using a read aloud as modeled by the Literacy Coach.
Person: Lori Shew
Activity: Teachers will implement the use of read alouds as an instructional strategy.
- Apr 14, 2010:** Collaborate to assess progress during PLC during school year.
Person: Esther Yeargin
Activity: Teachers will plan, develop, and review math materials.
- Apr 19, 2010:** Grades 3-6 & support staff will implement strategies taught to them in April.
Person: Diana Martin
Activity: Teachers will implement literacy teaching strategies taught to them by our reading consultant.
- Apr 20, 2010:** Model interactive read alouds with K-3 classrooms.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Apr 26, 2010:** Literacy Coach will meet with K-3 staff to provide support & on-going training & planning.
Person: Susie Welch
Activity: Literacy Coach will provide training & support for implementation of interactive read alouds.
- Apr 28, 2010:** Last Monday of each month teachers will give a math prompt that is scored
Person: Rachel Loomis
Activity: Teachers will provide weekly math prompts.
- May 3, 2010:** First three Mondays of the month teachers will give students practice math prompts
Person: Rhonda Sudduth
Activity: Teachers will provide weekly math prompts.
- May 5, 2010:** Grades 3-6 staff will meet monthly during PLC to share progress with new literacy strategies.
Person: Diana Martin
Activity: Grades 3-6 & support staff will be provided time for networking & support of implementation of new s

- May 5, 2010:** K-3 teachers will be provided planning time with support.
Person: Adrienne Gideon
Activity: K-3 will be provided time & support for implementation of interactive read alouds.
- May 10, 2010:** Check number of teachers implementing interactive read alouds as an instructional strategy.
Person: Susie Welch
Activity: Collect final semester/trimester follow up data
- May 10, 2010:** Teachers will turn in scored prompt results through April.
Person: Adrienne Gideon
Activity: Collect final semester/trimester follow up data
- May 10, 2010:** Collect and record percent of teachers who implement new strategies integrated into the instructional process
Person: Diana Martin
Activity: Final semester/trimester follow up Strategy Data
- May 10, 2010:** Teachers will try using a read aloud as modeled by the Literacy Coach.
Person: Betsi Case
Activity: Teachers will implement the use of read alouds as an instructional strategy.
- May 12, 2010:** Collaborate to assess progress during PLC during school year.
Person: Esther Yeargin
Activity: Teachers will plan, develop, and review math materials.
- Jun 3, 2010:** Grades 3-6 & support staff will meet to review, evaluate, & revise their literacy program.
Person: Adrienne Gideon
Activity: Teachers will participate in in-services with Reading Consultant, Jo Seidel.

Focused Student Group

- Jun 1, 2009:** Apply for a Parke County Community Foundation Grant to assist with purchase of books.
Person: Joan Lunsford
Activity: Teachers will plan for implementation of strategies appropriate for learning by males.
- Jun 1, 2009:** Develop criteria for students to earn a block by reading a book for the book pyramid.
Person: Brooke Sullivan
Activity: Teachers will plan for implementation of strategies appropriate for learning by males.
- Jun 1, 2009:** Develop record sheet of books read.
Person: Diana Martin
Activity: Teachers will plan for implementation of strategies appropriate for learning by males.
- Jun 1, 2009:** Select authors to study by grade level.
Person: Kendy Steiger
Activity: Teachers will plan for implementation of strategies appropriate for learning by males.
- Jun 1, 2009:** Select gender appropriate books for males to read.
Person: Brooke Sullivan
Activity: Teachers will plan for implementation of strategies appropriate for learning by males.
- Aug 10, 2009:** Make blocks for the pyramid.
Person: Eric Crowder
Activity: Teachers will plan for implementation of strategies appropriate for learning by males.
- Aug 10, 2009:** Purchase books.
Person: Adrienne Gideon
Activity: Teachers will plan for implementation of strategies appropriate for learning by males.
- Aug 18, 2009:** Number of Grades 3-6 teachers implementing strategies of more interest to males.
Person: Lisa Kneeland
Activity: Collect baseline data

- Aug 18, 2009:** Survey male students as to their interests, types of books like to read, etc.
Person: Joan Lunsford
Activity: Teachers will implement strategies for learning by males.
- Sep 9, 2009:** Teachers will meet monthly during PLC time.
Person: Diana Martin
Activity: Teachers will be provided time to coordinate & plan activities for instruction of males.
- Oct 1, 2009:** Males will be able to select books of interest to them for independent learning.
Person: Diana Martin
Activity: Teachers will implement strategies for learning by males.
- Oct 14, 2009:** Teachers will meet monthly during PLC time.
Person: Diana Martin
Activity: Teachers will be provided time to coordinate & plan activities for instruction of males.
- Oct 21, 2009:** Staff will share articles read through jigsaw method during PLC time.
Person: Diana Martin
Activity: Staff will research gender bias in learning.
- Nov 1, 2009:** Males will be able to select books of interest to them for independent learning.
Person: Diana Martin
Activity: Teachers will implement strategies for learning by males.
- Nov 4, 2009:** Staff will meet during PLC to plan, discuss, & evaluate progress with males' reading instruction.
Person: Diana Martin
Activity: Staff will develop gender appropriate reading strategies.
- Nov 4, 2009:** Contact other schools who are doing gender grouping.
Person: Kendy Steiger
Activity: Staff will research gender bias in learning.
- Nov 11, 2009:** Teachers will meet monthly during PLC time.
Person: Diana Martin
Activity: Teachers will be provided time to coordinate & plan activities for instruction of males.
- Dec 1, 2009:** Males will be able to select books of interest to them for independent learning.
Person: Diana Martin
Activity: Teachers will implement strategies for learning by males.
- Dec 1, 2009:** Teachers will implement strategies that focus upon male learning.
Person: Lisa Kneeland
Activity: Teachers will implement strategies for learning by males.
- Dec 2, 2009:** Staff will meet during PLC to plan, discuss, & evaluate progress with males' reading instruction.
Person: Diana Martin
Activity: Staff will develop gender appropriate reading strategies.
- Dec 2, 2009:** Staff will share articles read through jigsaw method during PLC time.
Person: Diana Martin
Activity: Staff will research gender bias in learning.
- Dec 9, 2009:** Teachers will meet monthly during PLC time.
Person: Diana Martin
Activity: Teachers will be provided time to coordinate & plan activities for instruction of males.
- Dec 14, 2009:** Number of Grades 3-6 teachers implementing strategies of more interest to males.
Person: Lisa Kneeland
Activity: Collect first semester/trimester follow up data

- Jan 1, 2010:** Males will be able to select books of interest to them for independent learning.
Person: Diana Martin
Activity: Teachers will implement strategies for learning by males.
- Jan 6, 2010:** Staff will meet during PLC to plan, discuss, & evaluate progress with males' reading instruction.
Person: Diana Martin
Activity: Staff will develop gender appropriate reading strategies.
- Jan 6, 2010:** Teachers will implement strategies that focus upon male learning.
Person: Lisa Kneeland
Activity: Teachers will implement strategies for learning by males.
- Jan 13, 2010:** Teachers will meet monthly during PLC time.
Person: Diana Martin
Activity: Teachers will be provided time to coordinate & plan activities for instruction of males.
- Feb 1, 2010:** Males will be able to select books of interest to them for independent learning.
Person: Diana Martin
Activity: Teachers will implement strategies for learning by males.
- Feb 3, 2010:** Staff will meet during PLC to plan, discuss, & evaluate progress with males' reading instruction.
Person: Diana Martin
Activity: Staff will develop gender appropriate reading strategies.
- Feb 10, 2010:** Teachers will meet monthly during PLC time.
Person: Diana Martin
Activity: Teachers will be provided time to coordinate & plan activities for instruction of males.
- Mar 1, 2010:** Males will be able to select books of interest to them for independent learning.
Person: Diana Martin
Activity: Teachers will implement strategies for learning by males.
- Mar 3, 2010:** Staff will meet during PLC to plan, discuss, & evaluate progress with males' reading instruction.
Person: Diana Martin
Activity: Staff will develop gender appropriate reading strategies.
- Mar 10, 2010:** Teachers will meet monthly during PLC time.
Person: Diana Martin
Activity: Teachers will be provided time to coordinate & plan activities for instruction of males.
- Mar 10, 2010:** Teachers will implement strategies that focus upon male learning.
Person: Lisa Kneeland
Activity: Teachers will implement strategies for learning by males.
- Apr 1, 2010:** Males will be able to select books of interest to them for independent learning.
Person: Diana Martin
Activity: Teachers will implement strategies for learning by males.
- Apr 7, 2010:** Staff will meet during PLC to plan, discuss, & evaluate progress with males' reading instruction.
Person: Diana Martin
Activity: Staff will develop gender appropriate reading strategies.
- Apr 14, 2010:** Teachers will meet monthly during PLC time.
Person: Diana Martin
Activity: Teachers will be provided time to coordinate & plan activities for instruction of males.
- May 1, 2010:** Males will be able to select books of interest to them for independent learning.
Person: Diana Martin
Activity: Teachers will implement strategies for learning by males.

- May 5, 2010:** Staff will meet during PLC to plan, discuss, & evaluate progress with males' reading instruction.
Person: Diana Martin
Activity: Staff will develop gender appropriate reading strategies.
- May 12, 2010:** Teachers will meet monthly during PLC time.
Person: Diana Martin
Activity: Teachers will be provided time to coordinate & plan activities for instruction of males.
- May 12, 2010:** Teachers will implement strategies that focus upon male learning.
Person: Lisa Kneeland
Activity: Teachers will implement strategies for learning by males.
- May 14, 2010:** Number of Grades 3-6 teachers implementing strategies of more interest to males.
Person: Lisa Kneeland
Activity: Collect final semester/trimester follow up data
- Jun 1, 2010:** Males will be able to select books of interest to them for independent learning.
Person: Diana Martin
Activity: Teachers will implement strategies for learning by males.

Student Behavior Intervention

- Aug 24, 2009:** Contact WCIESC to acquire behavior intervention plans.
Person: Bill Livers
Activity: The Strategy Team will research best practices in student behavior interventions.
- Aug 24, 2009:** Send out inquiries to other schools through email and/or letters.
Person: Chrissy Samanas
Activity: The Strategy Team will research best practices in student behavior interventions.
- Sep 9, 2009:** Conduct internet search of research-based student behavior interventions.
Person: Mary Ellen Thurow
Activity: The Strategy Team will research best practices in student behavior interventions.
- Sep 15, 2009:** Revisit C.L.A.S.S. Lifelong Guidelines & Lifeskills program.
Person: Julie Hire & Ann Stanley
Activity: The Strategy Team will research best practices in student behavior interventions.
- Sep 23, 2009:** Provide staff with on-going information.
Person: Chrissy Samanas
Activity: The Strategy Team will build support for the proposed plan.
- Oct 7, 2009:** Team members will lead discussions in PLC groups K-2 & 3-6.
Person: Mary Ellen Thurow
Activity: The Strategy Team will build support for the proposed plan.
- Oct 21, 2009:** Host Oakedale Elementary staff who will in-service team on Character Counts.
Person: Jill Moore
Activity: The Strategy Team will research best practices in student behavior interventions.
- Nov 9, 2009:** Visit other schools to observe behavior plans.
Person: Adrienne Gideon
Activity: The Strategy Team will research best practices in student behavior interventions.
- Nov 25, 2009:** Provide staff with on-going information.
Person: Chrissy Samanas
Activity: The Strategy Team will build support for the proposed plan.
- Dec 9, 2009:** Team members will lead discussions in PLC groups K-2 & 3-6.
Person: Mary Ellen Thurow
Activity: The Strategy Team will build support for the proposed plan.

- Jan 13, 2010:** Meet to review research, visits, in-services in order to select 3 plans to present to staff.
Person: Jill Moore
Activity: The Strategy Team will present and gain input on 2 - 3 behavior intervention plans.
- Jan 27, 2010:** Provide staff with on-going information.
Person: Chrissy Samanas
Activity: The Strategy Team will build support for the proposed plan.
- Feb 3, 2010:** Present to staff.
Person: Jeanne Dellmo
Activity: The Strategy Team will present and gain input on 2 - 3 behavior intervention plans.
- Feb 10, 2010:** Team members will lead discussions in PLC groups K-2 & 3-6.
Person: Mary Ellen Thurow
Activity: The Strategy Team will build support for the proposed plan.
- Feb 16, 2010:** Present to community.
Person: Bill Livers
Activity: The Strategy Team will present and gain input on 2 - 3 behavior intervention plans.
- Feb 17, 2010:** Present to students.
Person: Mary Ellen Thurow
Activity: The Strategy Team will present and gain input on 2 - 3 behavior intervention plans.
- Feb 24, 2010:** Meet to compare input from staff, students, community in order to select final plan.
Person: Jill Moore
Activity: Strategy Team will use input to narrow to one behavior intervention plan for implementation.
- Mar 3, 2010:** Present final proposal to staff.
Person: Jeanne Dellmo
Activity: Strategy Team will use input to narrow to one behavior intervention plan for implementation.
- Mar 10, 2010:** Meet to plan in-service sessions.
Person: Jill Moore
Activity: Strategy team will in-service staff for implementation of selected intervention plan.
- Mar 31, 2010:** Provide staff with on-going information.
Person: Chrissy Samanas
Activity: The Strategy Team will build support for the proposed plan.
- Apr 14, 2010:** Provide training to staff.
Person: Bill Livers
Activity: Strategy team will in-service staff for implementation of selected intervention plan.
- Apr 28, 2010:** Meet to determine if additional training is needed.
Person: Jill Moore
Activity: Strategy team will in-service staff for implementation of selected intervention plan.
- May 26, 2010:** Acquire appropriate resources for full implementation.
Person: Adrienne Gideon
Activity: Strategy team will in-service staff for implementation of selected intervention plan.

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>