

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

**May 22, 2009 12:40:20**

### **Turkey Run Elementary School (6647)**

**Turkey Run Community Sch Corp**

**Marshall, 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

Turkey Run 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
- Title I Schoolwide

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

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

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

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

## **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

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

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals 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](http://www.asainstitute.org/publicsip)

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Candy Allen - School Counselor
- Carmen Branson - Teacher
- Christian Crum - Teacher
- Aaron Hart - Administrator
- Bobbi Jones - Community Representative (Business)
- Robin Stewart - Teacher
- Heather Sutton - Teacher
- Rena Uplinger - Parent/Guardian

## Strategy Chairs

- Carmen Branson
- Jennifer Eveland
- Sue Harness
- Aaron Hart
- Karen Hill
- Tina Jacks
- Kathy Jones
- Robin Stewart

## Community Council

- 
- Alice Alderson - 4-H Youth
- James Awbrey - Deputy
- Kathy Bassett - Owner
- Charlie/Stephanie Bollinger - Detective
- Chuck Branson - CEO
- Cathy Brook - Owner
- Tracey Brook
- Andrew Brown
- Monte/Cena Chaplain - Manager
- Gayle Cole - Loan Officer
- Rebecca Cory - Tech. Director
- Robin Cox - homemaker
- Sally Curley - Social Worker
- Heather Emery
- Karen Francis - Certified Teacher/Aide
- Stacey Gill - Catering
- Teresa Goddard - Technology
- Sarah Grayless - Social Worker
- Rita Hartman - Owner
- Greg Harvey - Hospital Administrator
- Jamison Hibbs - Park Manager
- Dennis Hobbs - Dairy Farm
- Kyle Jacks - Insurance Agent
- Karen Kent - Parent

- Jessica Lynk - Newspaper Editor
- Sarabeth Marcinko - retired teacher
- Donna McVay - Chiropractor
- Annette Munoz - teacher
- Chris/Valori Newcomb - Park Manager
- Freda Overmyer
- Rick Patton
- Marilyn Rode - Owner
- Linda Snodgrass - Owner
- Amy South - Carrier
- Patsy/Ken Steffen - Owner
- Janice Stewart - Human Resources
- Steve Stewart - Math teacher
- Greg Sutton - Guard
- Kevin Swaim - Bank Loan Officer
- Carol/John Trench - Doctor
- Alan Waldrige - Manager
- Denise Walker
- Donna Williams
- Stephanie Wrightsman - Preschool Teacher

# Vision Statement

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

## **We believe all students deserve:**

to be prepared for each grade level, to be assigned appropriate amounts of homework and to have adequate supplies to do the work required in the classroom. We believe that all students deserve to have a wide variety of resources available to them in the library/media center including books and resource materials for kindergarten through 6th grade as well as access to computers and other types of technology. We believe all students deserve teachers who make learning interesting and enjoyable, provide a well-organized and disciplined learning environment, have high expectations for every student and provide learning experiences that are challenging and motivating. We believe all students deserve to have a school where students follow rules, do their own work, respect each other, and are kind to others. They deserve teachers who are good listeners, enjoy teaching and constantly strive to meet the needs of every student. In addition, they deserve teachers who are enthusiastic, understanding, patient, creative, knowledgeable in State standards, skilled in effective instructional strategies and use authentic learning experiences as well as, teach higher level thinking skills.

We believe students deserve to have time for special classes, for free reading, physical activity and extra-curricular activities. Students deserve to be loved and respected, to have hope, to have nutritious meals and a safe environment, to be valued as individuals and to have opportunities to reach their potential - to be tomorrow's leaders.

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

All teachers, parents, and community members expect all students to achieve, are willing to help struggling students, and accept each individual for their unique abilities. All teachers are knowledgeable about what needs to be taught and effective instructional strategies. They are at work on time daily, believe children should be challenged and accept no excuses for low student achievement. Teachers accommodate each student's learning style by using a variety of resources and approaches, allowing variations in time for responses and completion of work, and listening to students' thoughts and opinions. Adults in the school work together to build students' self-esteem, to teach appropriate behavior and manners, to reward good behavior, and to provide a safe and nurturing learning environment.

Adults in our community are goal-driven and motivated. They lead by example and provide good role models by being well-groomed, communicating effectively, acknowledging when they are wrong, and acting in an ethical manner each day. Our community leaders are open to new ideas and changes. Children are their priority. All adults in our community are kind, empathetic, patient, honest, fair, energetic, flexible, understanding, and encouraging. They do their best at all times to be good listeners with a sense of humor, to be positive influences on children showing them the value of hard work, creativity, and optimism. In addition, they are problem solvers, drug free, conscientious, and concerned about keeping all children safe.

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

complete their homework, participate in class, and dress appropriately. All students are at school on time on school days, are well-organized, attentive, and respectful listeners. They show a desire to learn by working hard, participating in class, taking pride in their work, and setting goals.

All students are broad-minded and willing to accept help. They like challenges and welcome accountability and responsibility. All students use the Golden Rule, are respectful, helpful, honest, cooperative, happy, persistent, appreciative, and imaginative. All students will complete one hundred percent of their homework. All students can live this in this utopian environment here in Parke County. All students are proud to live in a small community. Finally, all students accept differences in others by refraining from bullying or name-calling, and they respect school property and remain drug free.

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

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Language Arts: 100%
- % of students who read at grade level: 100%
- % of students who move to next grade level: 100%
- % of students who write at grade level: 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	
75	77	80	79.1	82	76.4	82		85		86		100

## Third Grade - Percent passing ISTEP Math number sense in Fourth Grade

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	
81	79	85	72	73	68.6	75		76		80		100

## Third Grade Free and Reduced - Percent passing Fourth Grade Lang. Arts ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	68	80	86	85	75	80		82		85		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

## Required Areas of Concern

**A. Parent Involvement**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**K. Attracting Highly Qualified Teachers**

**L. Early Childhood Transition**

**M. Parent Notice - Assessment Results**

**Q. School-Parent Involvement Policy**

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

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

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**W. Timely Additional Assistance**



# Strategies

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

## Required Strategies

### A. Parent Involvement: Parent Math Night —

Turkey Run Elementary teachers will conduct a Parent Math Night annually in February. Math night is a night when the teachers demonstrate math activities to the parents and students in grades k-6, trying to change the home environment by encouraging the importance of parent involvement.

### F. Encourage Rigorous Curriculum —

All K-5 teachers will evaluate the effectiveness of their Language Arts core curriculum using benchmark assessment data at the beginning, middle, and end of the year.

### I. Focused Academic Area: Departmentalize Third Grade Language Arts and Math —

Each third grade teacher at Turkey Run Elementary will specialize in Language Arts or Math instruction in the third grade classrooms during the school year. Each student will have LA instruction by the specialized LA teacher. Each student will have Math instruction by the specialized Math teacher. Students will rotate daily between the two classrooms.

### I. Focused Academic Area: Number Sense —

Fourth grade teachers will focus on connecting number sense to the real world using intense activities at least 10 minutes per week during classroom instruction.

### I. Focused Academic Area: Writing Time Block —

Students will have daily writing instruction provided by Title 1 teachers.

### J. Instruction by Highly Qualified Teachers —

All TRES teachers have valid teaching licenses, are teaching in their licensed area and are in compliance with Indiana Department of Education's standard of "Highly Qualified" in August of each school year. If a non-highly qualified teacher is hired into the school, the principal, staff and administrators would assist that teacher in activities that would enable him/her to meet the highly qualified requirements.

### K. Attracting Highly Qualified Teachers —

The Turkey Run Community School Corporation is dedicated to hiring highly qualified teachers from nationally recognized teacher preparation programs. Local universities are contacted about current position openings. Openings are also posted on our corporation's website. Candidate resumes are prescreened by an administrator and a teacher representative. In some cases, references are contacted before an interview to gain even more background knowledge of a candidate. Interviews are set up and conducted. References are contacted again for to gain more information about a teacher candidate. If this process does not present someone who we feel is highly qualified we continue our search.

### L. Early Childhood Transition —

In addition to our parents' informational Kindergarten Roundup meeting in March, TRES Kindergarten teachers will provide training for parents of incoming Kindergartners so they will be more equipped to prepare their child for Kindergarten. A workshop will be conducted in the spring and materials for parents to take home will be provided at TRES. We will be offering a preschool program for students who screened developmentally delayed for regular full day kindergarten. This program will be offered three full days a week and will provide readiness curriculum and instruction to prepare students for regular kindergarten the following year.

**M. Parent Notice - Assessment Results —**

Parents are informed of their child's progress in each subject every nine weeks by a report card. NWEA results are given to parents at parent teacher conferences and explained, in the fall and sent home to parents by report card in the Spring. ISTEP results are sent home in report cards. All reports of progress are presented to parents in terms that they can understand.

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

During student registration, the principal will give each family a copy of the Title 1 School-Parent Involvement Policy that includes the components listed on the DOE School Parent Involvement Policy checklist. During the month of September, at our Annual Title 1 Parent Meeting, any revisions that need to be made will be done with the help of parents, and Title 1 staff.

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

During student registration, all parents will receive a letter to inform them that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on SOE's Parent Right-to-Know Checklist.

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

TRES will notify by means of a letter to parents of students for whom the following situation occurs: Timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

**S. School-Parent Compact —**

Parent Title 1 Advisory Board will help to develop and revise The School Parent Compact in June. The Student Parent Compact will be sent home in August to each child at registration and include all components described on DOE School Parent Compact list.

**T. Annual Parent Meeting —**

Title 1 Annual Parent Meetings will be held during the month of September for all K-6 parents will be invited to attend to inform them about Title 1. The Title 1 teachers will inform parents of the school's participation in the school wide Title 1 program and their rights and responsibilities of being involved in the Title 1 program. One meeting will be held in the evening and one meeting will be held during the midmorning hours to accommodate times for all parents to attend. Parents will be given the school parent involvement policy at that time. An agenda and the parent sign in sheet for the meeting will be kept for documentation for the DOE.

**U. Focused Student Group: Language Arts Book Study —**

The TRES classroom teachers will implement LA instructional strategies from the study of a book, that target the free and reduced lunch students throughout the school year.

**W. Timely Additional Assistance: RTI —**

All K-3 students will be put in intervention groups based on DIBELS/ISTEP/MAP assessments and will receive intervention daily by Title 1 teachers/aides.

# 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.

## A. Parent Involvement: Parent Math Night

Professional Development Activity	Funding	Activity Purpose
<i>Math Night teacher work session</i>	Source: Title 1 Amount: \$400.00	Refinement
Brief Description	Intended Participants	Activity Format
k-5 math teachers will meet 1/2 day and prepare grade level math activities for math night. Chairs:Rita Shaw and Karen Hill will be paid for i full day.	Teachers	Other

## F. Encourage Rigorous Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Collaborative Problem Solving</i>	Source: n/a Amount: \$0.00	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will collaborate to provide information about the positive and negative components of the standards checklist. The ultimate goals will be to revise the checklist,make it more applicable, and to see that it is serving the purpose it was created for.	Teachers Administrators	Collaborative Problem Solving

## I. Focused Academic Area: Number Sense

Professional Development Activity	Funding	Activity Purpose
<i>Visit high achieving schools to observe teaching strategies in the area of number sense at all eleme</i>	Source: Title I Amount: \$750.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will visit schools to observe problem solving strategies in action.	Teachers	Peer Coaching

## I. Focused Academic Area: Writing Time Block

Professional Development Activity	Funding	Activity Purpose
<i>Guest speaker</i>	Source: Title I Amount: \$9,000.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
The speaker will model strategies and provide support and feedback to teachers about current writing practices.	Teachers Counselors Administrators	Presentation/Workshop

## L. Early Childhood Transition

Professional Development Activity	Funding	Activity Purpose
<i>Kindergarten teachers attend Indiana Kindergarten Conference</i>	Source: Title I Amount: \$600.00	Refinement
Brief Description	Intended Participants	Activity Format
Kindergarten teachers will attend the Indiana Kindergarten Conference in Indianapolis. They will be introduced to new strategies for teaching children in the early childhood classroom.	Teachers	Presentation/Workshop

## U. Focused Student Group: Language Arts Book Study

Professional Development Activity	Funding	Activity Purpose
<i>Staff presentation</i>	Source: n/a Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Present the selected strategy to teachers, and provide examples of how it can be implemented in their classroom.	Teachers Counselors Administrators	Talk to Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Modeling</i>	Source: n/a Amount: 0.00	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Provide teachers information and implementation steps to help incorporate the selected strategy in their classroom.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching

## **W. Timely Additional Assistance: RTI**

No professional development is needed for this strategy.

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

## Former Areas of Concern Summary

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

## Local Areas of Concern

### Required Areas of Concern

#### A. Parent Involvement (Title I)

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

##### Strategies to Impact This Concern:

- A. Parent Involvement: Parent Math Night

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

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

- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

##### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum

#### I. Focused Academic Area (PL221, Title I)

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

##### Strategies to Impact This Concern:

- I. Focused Academic Area: Writing Time Block
- I. Focused Academic Area: Number Sense
- I. Focused Academic Area: Departmentalize Third Grade Language Arts and Math
- U. Focused Student Group: Language Arts Book Study

#### J. Instruction by Highly Qualified Teachers (Title I)

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

##### Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

## **K. Attracting Highly Qualified Teachers (Title I)**

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

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

- K. Attracting Highly Qualified Teachers

## **L. Early Childhood Transition (Title I)**

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

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

- L. Early Childhood Transition

## **M. Parent Notice - Assessment Results (Title I)**

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

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

- M. Parent Notice - Assessment Results

## **Q. School-Parent Involvement Policy (Title I)**

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

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

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

- Q. School-Parent Involvement Policy

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

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

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

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

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

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

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

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

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

## **S. School-Parent Compact (Title I)**

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

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

- S. School-Parent Compact

## **T. Annual Parent Meeting (Title I)**

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade

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

- T. Annual Parent Meeting

## **U. Focused Student Group (PL221, Title I)**

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

- Third Grade -- Percent passing ISTEP Math number sense in Fourth Grade
- Third Grade Free and Reduced -- Percent passing Fourth Grade Lang. Arts ISTEP

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

- U. Focused Student Group: Language Arts Book Study

## **W. Timely Additional Assistance (Title I)**

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

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

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

- W. Timely Additional Assistance: RTI

## 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:	Superintendent's Office, Principal's Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA is a researched based assessment state aligned computer adaptive test that measures student achievement and growth. DIBELS (Dynamic Indicators of Basic Early Literacy Skills)The DIBELS measures were specifically designed to assess 3 of the 5 big ideas of early literacy (phonemic awareness, alphabetic principles and measures of phonological awareness and a measure of fluency with connected text.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We choose not to consolidate our funding but choose to coordinate programs and funding.	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.

## Early Childhood Transition

**Mar , 2009:** Organize take-home material

**Person:** committee

**Activity:** Transistion Workshop

**Sep 26, 2009:** Secure funding

**Person:** Alicia Mathis

**Activity:** Kindergarten teachers attend Indiana Kindergarten Conference

**Sep 29, 2009:** Register for conference

**Person:** Alisha Leonard

**Activity:** Kindergarten teachers attend Indiana Kindergarten Conference

**Sep 30, 2009:** Collect and record The percent of families that take participate in the take home activities.

**Person:** Kathy Jones

**Activity:** Collect follow up Strategy Data

**Jan 29, 2010:** Secure ELC room

**Person:** Aaron Hart

**Activity:** Transistion Workshop

**Jan 29, 2010:** Secure funding

**Person:** Aaron Hart

**Activity:** Transistion Workshop

**Jan 31, 2010:** Ask FCCLA to be available for babysitting

**Person:** Kathy Jones

**Activity:** Babysitting

**Jan 31, 2010:** Select date for workshop

**Person:** committee

**Activity:** Transistion Workshop

**Mar 15, 2010:** Purchase Material

**Person:** committee

**Activity:** Transistion Workshop

**Mar 29, 2010:** Pre pare flier for workshop

**Person:** Kathy Jones

**Activity:** Transistion Workshop

**Mar 29, 2010:** Prepare sign-up sheet

**Person:** Kathy Jones

**Activity:** Transistion Workshop

**Mar 31, 2010:** Invite parents to workshop

**Person:** Aaron Hart

**Activity:** Transistion Workshop

**Apr 1, 2010:** Prepare for workshop

**Person:** committee

**Activity:** Transistion Workshop

**Apr 23, 2010:** Set up for workshop  
**Person:** committee  
**Activity:** Transition Workshop

**May 26, 2010:** Collect and record The percent of parents who report on survey that they feel more prepared in helping their child with academic and fine motor skills, after the workshop.  
**Person:** Kathy Jones  
**Activity:** Collect follow up Strategy Data

## Encourage Rigorous Curriculum

**Aug , 2009:** Create a standards checklist for teachers.  
**Person:** Aaron Hart  
**Activity:** Standards Checklists

**Aug 17, 2009:** Discuss use and expectations for standards checklist.  
**Person:** Aaron Hart  
**Activity:** Teacher Meeting

**Sep 18, 2009:** Evaluate Benchmark Data  
**Person:** Teachers  
**Activity:** Benchmark Data

**Jan 4, 2010:** Check teacher's standards checklists.  
**Person:** Aaron Hart  
**Activity:** Standards Checklists

**Jan 15, 2010:** Evaluate Benchmark Data  
**Person:** Teachers  
**Activity:** Benchmark Data

**Jan 29, 2010:** Compare Benchmark Data to Standards Checklist.  
**Person:** Teachers  
**Activity:** Checklist and Benchmark Comparison

**Apr 28, 2010:** Discuss how the standards checklist could be changed to make it a more effective instrument for the 2010-2011 school year.  
**Person:** Teachers  
**Activity:** Collaborative Problem Solving

**May 28, 2010:** Evaluate Benchmark Data  
**Person:** Teachers  
**Activity:** Benchmark Data

**May 28, 2010:** Compare Benchmark Data to Standards Checklist.  
**Person:** Teachers  
**Activity:** Checklist and Benchmark Comparison

**May 28, 2010:** Check teacher's standards checklists.  
**Person:** Aaron hart  
**Activity:** Standards Checklists

## Focused Academic Area

**Aug 1, 2009:** Change schedule to guarantee 90 min. LArts Block  
**Person:** Aaron Hart  
**Activity:** Schedule

- Aug 20, 2009:** Talk to teachers about what activities they are using to teach number sense  
**Person:** Karen Hill  
**Activity:** Collect baseline data
- Aug 20, 2009:** Teachers will plan take home activities for number sense.  
**Person:** All math teachers  
**Activity:** Connect 9 wk take home activities to number sense in their daily life.
- Aug 20, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Aug 20, 2009:** Purchase resources as needed  
**Person:** All Math teachers  
**Activity:** Provide extra resources
- Aug 20, 2009:** Use activities such as marcy cook 10 minutes per week  
**Person:** All Math teachers  
**Activity:** Use activities in classroom that connect real life with number sense
- Aug 27, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Aug 30, 2009:** Collaboration: provide a half day subs for grading and collaborating writing prompts 3 times a year  
**Person:** Aaron Hart  
**Activity:** Schedule
- Aug 31, 2009:** Develop schedules  
**Person:** Heidi Deters  
**Activity:** Writing Prompts
- Sep 1, 2009:** locate high achieving schools with the same demographics and schedule time to visit  
**Person:** All Math Teachers  
**Activity:** Visit high achieving schools to observe teaching strategies in the area of number sense at all eleme
- Sep 3, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Sep 4, 2009:** Select Prompts dates  
**Person:** committee  
**Activity:** Writing Prompts
- Sep 4, 2009:** Select writing prompts  
**Person:** committee  
**Activity:** Writing Prompts
- Sep 10, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Sep 17, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Sep 24, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time

- Sep 25, 2009:** Collecting baseline data.  
**Person:** Classroom Teachers  
**Activity:** Collect Samples
- Sep 30, 2009:** Create Data charts to be shared  
**Person:** classromm teachers  
**Activity:** Writing Prompts
- Oct 1, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Oct 8, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Oct 15, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Oct 20, 2009:** Calculate the difference in scores on number sense section of ISTEP  
**Person:** All Math Teachers  
**Activity:** Evaluate ISTEP Scores
- Oct 22, 2009:** Talk to teachers about what activities they are using to teach number sense  
**Person:** Karen Hill  
**Activity:** Collect baseline data
- Oct 22, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Oct 22, 2009:** Purchase resources as needed  
**Person:** All Math teachers  
**Activity:** Provide extra resources
- Oct 22, 2009:** Use activities such as marcy cook 10 minutes per week  
**Person:** All Math teachers  
**Activity:** Use activities in classroom that connect real life with number sense
- Oct 29, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Oct 31, 2009:** Locate and retain a guest speaker for modeling and collaboration  
**Person:** committee  
**Activity:** Guest speaker
- Nov 5, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Nov 12, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Nov 19, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time

- Nov 26, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Dec 3, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Dec 10, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Dec 17, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Dec 20, 2009:** Report to chair each 9 wks activities used to teach number sense  
**Person:** Karen Hill  
**Activity:** Collect first semester/trimester follow up data
- Dec 24, 2009:** Talk to teachers about what activities they are using to teach number sense  
**Person:** Karen Hill  
**Activity:** Collect baseline data
- Dec 24, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Dec 24, 2009:** Purchase resources as needed  
**Person:** All Math teachers  
**Activity:** Provide extra resources
- Dec 24, 2009:** Use activities such as marcy cook 10 minutes per week  
**Person:** All Math teachers  
**Activity:** Use activities in classroom that connect real life with number sense
- Dec 31, 2009:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Jan 7, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Jan 14, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Jan 21, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Jan 28, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Jan 29, 2010:** Collect mid-year data.  
**Person:** Classroom Teachers  
**Activity:** Collect Samples

- Jan 31, 2010:** Create data charts  
**Person:** classroom teachers  
**Activity:** Writing Prompts
- Feb 4, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Feb 11, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Feb 18, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Feb 25, 2010:** Talk to teachers about what activities they are using to teach number sense  
**Person:** Karen Hill  
**Activity:** Collect baseline data
- Feb 25, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Feb 25, 2010:** Purchase resources as needed  
**Person:** All Math teachers  
**Activity:** Provide extra resources
- Feb 25, 2010:** Use activities such as marcy cook 10 minutes per week  
**Person:** All Math teachers  
**Activity:** Use activities in classroom that connect real life with number sense
- Mar 4, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Mar 11, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Mar 18, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Mar 25, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Apr 1, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Apr 8, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Apr 15, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time

- Apr 22, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Apr 29, 2010:** Talk to teachers about what activities they are using to teach number sense  
**Person:** Karen Hill  
**Activity:** Collect baseline data
- Apr 29, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- Apr 29, 2010:** Purchase resources as needed  
**Person:** All Math teachers  
**Activity:** Provide extra resources
- Apr 29, 2010:** Use activities such as marcy cook 10 minutes per week  
**Person:** All Math teachers  
**Activity:** Use activities in classroom that connect real life with number sense
- May 6, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- May 13, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- May 20, 2010:** Report to chair each 9 wks activities used to teach number sense  
**Person:** Karen Hill  
**Activity:** Collect final semester/trimester follow up data
- May 20, 2010:** integrate activities into math class/time per week for 10 minutes  
**Person:** All Math Teachers  
**Activity:** Lack of time
- May 28, 2010:** Collect end of year data.  
**Person:** Classroom Teachers  
**Activity:** Collect Samples
- May 29, 2010:** Create data charts  
**Person:** classroom teachers  
**Activity:** Writing Prompts

## **Focused Student Group**

- Mar , 2009:** During staff meeting, include staff in choosing targeted strategy to implement next year  
**Person:** Jennifer Eveland  
**Activity:** Staff Meeting
- Mar , 2009:** Ask permission to discuss strategy at staff meeting  
**Person:** Jennifer Eveland  
**Activity:** Staff Meeting to decide targeted strategy from book study
- Mar , 2009:** Discuss with teachers which targeted strategy they would like to implement next school year.  
**Person:** Jennifer Eveland  
**Activity:** Staff Meeting to decide targeted strategy from book study
- Apr , 2009:** Teachers vote on targeted strategy to implement  
**Person:** Staff  
**Activity:** Staff Meeting to decide targeted strategy from book study

**Apr , 2009:** Set meeting time to discuss targeted strategy  
**Person:** Aaron Hart  
**Activity:** Staff presentation

**Jun , 2009:** Develop presentation  
**Person:** Strategy Group  
**Activity:** Staff presentation

**Aug , 2009:** Collect Baseline Data  
**Person:** Jennifer Eveland  
**Activity:** Collect baseline Strategy Data

**Aug , 2009:** Give presentation on targeted Strategy  
**Person:** Strategy Group  
**Activity:** Staff presentation

**Oct , 2009:** Model strategy for struggling teachers  
**Person:** Aaron Hart  
**Activity:** Modeling

**Dec , 2009:** Teacher self report whether they were implementing strategies.  
**Person:** Jennifer Eveland  
**Activity:** Collect follow up Strategy Data

**May , 2010:** Teacher self report whether they were implementing strategies.  
**Person:** Jennifer Eveland  
**Activity:** Collect follow up Strategy Data

## Parent Involvement

**May 29, 2009:** secure funding for math night  
**Person:** Robin Stewart  
**Activity:** Math Night teacher work session

**Nov 30, 2009:** Reserve ELC room  
**Person:** Robin Stewart  
**Activity:** Math Night

**Nov 30, 2009:** Set math night date  
**Person:** Rita Shaw, Karen Hill  
**Activity:** Math Night teacher work session

**Jan 7, 2010:** Create parent pre and post survey  
**Person:** Robin Stewart  
**Activity:** Math Night

**Jan 9, 2010:** Arrange half day subs for k-5 math teachers to prepare math night material  
**Person:** Rita Shaw, Karen Hill  
**Activity:** Math Night teacher work session

**Jan 9, 2010:** Arrange two full day subs Rita and Karen to help other math teachers with activities for math night  
**Person:** Rita Shaw, Karen Hill  
**Activity:** Math Night teacher work session

**Jan 14, 2010:** Create flier  
**Person:** Robin Stewart  
**Activity:** Math Night

**Jan 16, 2010:** Create parent pre and post survey

**Person:** Robin Stewart

**Activity:** Math Night

**Jan 30, 2010:** Language Arts focus group brain storm ideas for a family literacy night instead of a math night for the following year

**Person:** Language Arts focus group

**Activity:** Rotation of subject area

**Feb 4, 2010:** Run off flier for classroom teacher

**Person:** Shane Vandiver

**Activity:** Math Night

**Feb 4, 2010:** Run off flier for classroom teacher

**Person:** Shane Vandiver

**Activity:** Math Night

**Feb 5, 2010:** Distribute flier to classroom teachers

**Person:** Shane Vandiver

**Activity:** Math Night

**Feb 5, 2010:** Distribute flier to classroom teachers

**Person:** Shane Vandiver

**Activity:** Math Night

**Feb 10, 2010:** math teachers prepare math night activities

**Person:** k-5 math teachers

**Activity:** Math Night teacher work session

**Feb 16, 2010:** Tabulate total math night participants

**Person:** Robin Stewart

**Activity:** Math Night

**Feb 16, 2010:** Tabulate total math night participants

**Person:** Robin Stewart

**Activity:** Math Night

**Feb 18, 2010:** Collect math night pre surveys

**Person:** Robin Stewart

**Activity:** Collect baseline data

**Feb 18, 2010:** Collect pre survey-parent

**Person:** Robin Stewart

**Activity:** Math Night

**Feb 18, 2010:** Distribute pre survey

**Person:** Robin Stewart

**Activity:** Math Night

**Feb 20, 2010:** Order food

**Person:** Robin Stewart

**Activity:** Math Night

**Feb 28, 2010:** Collect and record % of parents reporting that they help students with math homework

**Person:** Pat Harvey , Shane Vandiver

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

**Apr 6, 2010:** Distribute post survey-parent

**Person:** Robin Stewart

**Activity:** Math Night

**Apr 20, 2010:** Collect post survey-parent

**Person:** Robin Stewart

**Activity:** Math Night

**Apr 30, 2010:** Collect and record % of parents reporting that they help students with math homework

**Person:** Pat Harvey , Shane Vandiver

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

**May 5, 2010:** Analyze data-(surveys)

**Person:** Robin Stewart, Pat Harvey, Shane Vandiver, Rita Shaw, Candy Allen

**Activity:** Math Night

## **Timely Additional Assistance**

**Apr 30, 2009:** Research Intervention Programs and compile Intervention Toolbox.

**Person:** RTI

**Activity:** Structuring RTI

**May 30, 2009:** Choose Intervention Program

**Person:** RTI Team

**Activity:** Structuring RTI

**May 30, 2009:** Set criteria for grouping students

**Person:** RTI Team

**Activity:** Structuring RTI

**May 30, 2009:** Set up training by company representative.

**Person:** Aaron Hart

**Activity:** Structuring RTI

**Jul 1, 2009:** Secure Funding

**Person:** Aaron Hart

**Activity:** Structuring RTI

**Aug , 2009:** Provide release time if needed.

**Person:** Aaron Hart

**Activity:** Teacher Training on Interventions

**Aug , 2009:** Secure funding for training

**Person:** Aaron Hart

**Activity:** Teacher Training on Interventions

**Aug 17, 2009:** Develop a Schedule

**Person:** Aaron Hart

**Activity:** Structuring RTI

**Aug 30, 2009:** Create Teaching Assignments for teachers and aides

**Person:** Aaron Hart

**Activity:** Structuring RTI

**Aug 30, 2009:** Set up training dates and trainers.

**Person:** Aaron Hart

**Activity:** Teacher Training on Interventions

**Sep 30, 2009:** Provide additional support.

**Person:** RTI Team

**Activity:** Teacher Training on Interventions

**Jan 1, 2010:** Check Teacher Intervention Logs

**Person:** Aaron Hart

**Activity:** Collect baseline data

**Jan 1, 2010:** Check Teacher Intervention Logs

**Person:** Aaron Hart

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

**May 31, 2010:** Check Teacher Intervention Logs

**Person:** Aaron Hart

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

## Continuous Improvement Timeline

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u>	New Steering Team Member (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 &amp; Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
	Session 5:		
Feb 3	Session 6: <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 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>	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	1st Fri. in April: All submissions due online Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	1st Fri. in April: All submissions due online Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	1st Fri. in April: All submissions due online Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)	1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)