

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

**May 22, 2009 12:44:00**

### **Winslow Elementary School (6808)**

**Pike County School Corp**

**Winslow, 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](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

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# School Improvement Plan Introduction

Winslow 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

## **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

- Kay Claridge - Community Representative (Business)
- Mary Jean Kellams - Teacher
- Ritchie Luker - Administrator
- Ann Oxley - Teacher
- Arleen Petty - Administrator
- Samantha Sheffler - Parent/Guardian

## Strategy Chairs

- Sally Blaize
- Jenny Cherry
- susan craig
- Judy Elber
- Ritchie Luker
- nicole russell
- Stephanie Sallee
- Eric Smith
- Katelyn Willis

## Community Council

- Deb Mccrary - Business owner
- Kathy Kixmiller - Business
- Leann Stephens - Business owner
- Sara Baumgart - Nursing Teacher
- Shana Harding - Teaching Assistant
- Shannon Caldwell - Teaching assistant
- Nancy Bolin - Trustee
- Kay Claridge - Office Manager
- Judy Elber - Substitute Teacher
- Sabrina Frederick - Librarian
- Sarah Hensley - Nurse
- Dana Hughes
- Dorothy Julian
- Dale McKinney
- Becky Morton
- Nikki Nalley - Teacher
- Leo Oxley - retired teacher
- Tamara Recob
- Beth Richardson
- Jason Roy - Teacher
- Samantha Sheffler - Nurse
- Katherine Startin - Teacher
- Greg Stieneker - Architect
- Nora Stieneker - Teacher
- Tina Vinnedge - Substitute teacher

- Sue Willis - Nurse
- Shawn Worden
- Amanda Young - Full Time Parent

# Vision Statement

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

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

We believe all students deserve a quality education in an atmosphere of respect. We believe all students deserve caring and genuine teachers who set high expectations for themselves and their students. We believe the school should provide activities which will challenge the young minds of our students. We believe all students deserve to have their basic needs met through collaboration of caregivers and school staff. We believe all students need to be loved, need to be challenged, and need to be safe.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions. All teachers are dedicated, compassionate, and competent. They adapt to different personalities and learning styles in their classrooms. They maintain an atmosphere of respect in the classroom. Lessons are challenging and creative. Teachers regularly discuss progress with their students. Community members and parents are involved with the school and support school functions.

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

In this environment where all adults are living by their core convictions, students are excited about learning and participating in a variety of educational activities. All students feel secure enough to participate in class discussions, activities, and extra-curricular programs. All students show respect for others in their school and community. All students use critical thinking skills to solve problems and work at or above grade level.

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

- % of students who master all ISTEP essential skills in 3rd, 4th, and 5th grade: 100%%
- % of students who are passing all classes: 100%%
- % of students who are at or above grade level in reading: 100%%
- % of students who are at or above grade level in math: 100%%
- % of students who are mastering Terra Nova skills in 1st and 2nd grade: 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.

## 3rd Grade ISTEP tests - Passing ISTEP 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	
96	86	97	88	97	78	80		81		82		100

## 3rd Grade ISTEP tests - Passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87	76	88	63	88	67	68		69		70		100

## 4th Grade ISTEP Tests - Passing 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	
96	93	97	78	97	74	75		76		77		100

## 4th Grade ISTEP Tests - Passing Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	80	82	72	82	74	75		76		77		100

## 5th Grade ISTEP Tests - Passing 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	
83	79	85	86	86	79	81		82		83		100

**5th Grade ISTEP Tests - Passing Math**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	90	82	93	83	87	88		89		90		100

**All ISTEP tests (seat data) - Percent of students passing ISTEP Math**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	82	84	76	84	76	78		79		80		100

**All ISTEP tests (seat data) - Percent passing ISTEP Language As**

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	
92	85	93	84	93	77	79		80		81		100

**Class of 2017 - Mastery of Standard 4--Math 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	
	82		69	70	67	68		69		70		100

**Special Education Students - Passing ISTEP LA**

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	
					40	41						

**Special Education students - Passing ISTEP Math**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					61	62						



## **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**

**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.

## Required Strategies

### **F. Encourage Rigorous Curriculum: Benchmarks and Acuity —**

In grades K,1,2 students will be tested quarterly by classroom teachers on teacher-designed benchmarks. Students who do not pass these benchmarks at an 80% cutoff, will be remediated and retested. Students are given four chances to pass the test or retests. Students are remediated by Remediation Assistants, Title One Assistants, and teachers working in conjunction. Block time (1/2 hour daily) is used for remediation. In grades 3, 4, and 5, students will be given the Acuity test quarterly to prepare them for the ISTEP. Students who do not pass standards are then remediated after teachers set up a remediation plan based on each child's scores. Remediation Aides supervise students in the computer lab as they work to pass unmastered standards. Remediation occurs during Block Time.

### **F. Encourage Rigorous Curriculum: Differentiated Instruction —**

Teachers are to continue implementing Differentiated Instruction in their classrooms on a daily basis. Students will be grouped according to the academic needs they have. Needs will be determined by pre and post assessments.

### **I. Focused Academic Area: Daily Review —**

A daily review booklet will be used by each teacher to allow students to review previously mastered material.

### **I. Focused Academic Area: Math facts —**

To address the problem of math fact recall, a bulletin board will be used to reward and recognize each class that meets or goes beyond criteria determined by grade level teachers to indicate mastery. Teachers will use available technology, plus timed tests 2-3 times weekly to help children learn math facts.

### **I. Focused Academic Area: Problem Solving and Algebraic Expression —**

Problem solving and algebraic expression will be addressed through available technology and a subscription to a publication which will involve the students in real life problem solving situations. Teachers will be using technology and/or the subscription 2-3 times a week. Teachers and administration will also explore inservice training concerning problem solving.

### **U. Focused Student Group: Contact person —**

There will be a contact person from each grade level with students in the EH classroom assigned to communicate weekly with the EH teacher or staff concerning scheduling for tests and special events.

### **U. Focused Student Group: Exploring curriculum —**

The school and corporation is exploring curriculum for students several grade levels behind academically. This is being studied by the teachers involved in special education and the administration.

### **U. Focused Student Group: Lesson plans —**

To increase communication between special education teachers and regular education teachers, all teachers who have an inclusionary classroom will submit lesson plans to the special ed. teacher by the Friday before implementation. This will allow the special ed. teacher/assistant to know what is planned in the classroom and be able to make accommodations for students with an IEP. This will allow time spent with students to be more efficient and productive.

# 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.

## F. Encourage Rigorous Curriculum: Differentiated Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Train a Trainer</i>	Source: Indiana Profession Development Grant PL221 Amount: \$800	Information Skill Building
Brief Description	Intended Participants	Activity Format
A teacher will be trained in DI strategies in order to then train the rest of the staff in DI.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Staff training in DI</i>	Source: Indiana Professional Development Grant Amount: \$700	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The teacher trained in DI will train the rest of the staff in grade level meetings.	Teachers Administrators	Talk to Peer Coaching Collaborative Problem Solving

## I. Focused Academic Area: Problem Solving and Algebraic Expression

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Professional Development concerning Problem Solving and Algebraic Expression</i></b>	Source: State Professional Development Grant Amount: \$2,000.00	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Teachers will learn ways of teaching problem solving and algebraic expression that are best practice and research based.	Teachers Administrators	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Problem Solving Workshop</i></b>	Source: Indiana Professional Development Grant PL221 Amount: \$400	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
A teacher will be sent to a Problem Solving workshop to research problem solving techniques.	Teachers Administrators	Presentation/Workshop

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

## Former Areas of Concern Summary

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

## Local Areas of Concern

### Required Areas of Concern

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

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

- 3rd Grade ISTEP tests -- Passing ISTEP Language Arts
- 3rd Grade ISTEP tests -- Passing ISTEP Math
- 4th Grade ISTEP Tests -- Passing Language Arts
- 4th Grade ISTEP Tests -- Passing Math
- 5th Grade ISTEP Tests -- Passing Language Arts
- 5th Grade ISTEP Tests -- Passing Math
- All ISTEP tests (seat data) -- Percent of students passing ISTEP Math
- All ISTEP tests (seat data) -- Percent passing ISTEP Language As
- Class of 2017 -- Mastery of Standard 4--Math Computation

##### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Benchmarks and Acuity
- F. Encourage Rigorous Curriculum: Differentiated Instruction

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

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

- 3rd Grade ISTEP tests -- Passing ISTEP Math
- 4th Grade ISTEP Tests -- Passing Math
- 5th Grade ISTEP Tests -- Passing Math
- Class of 2017 -- Mastery of Standard 4--Math Computation

##### Strategies to Impact This Concern:

- I. Focused Academic Area: Daily Review
- I. Focused Academic Area: Math facts
- I. Focused Academic Area: Problem Solving and Algebraic Expression

#### U. Focused Student Group (PL221)

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

- Special Education Students -- Passing ISTEP LA
- Special Education students -- Passing ISTEP Math

##### Strategies to Impact This Concern:

- U. Focused Student Group: Exploring curriculum
- U. Focused Student Group: Lesson plans
- U. Focused Student Group: Contact person



## 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:	The public copy of our school's curriculum is located in the school office.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Kindergarten--Boehm Test of Basic Concepts, DIBELS, and Locally Developed Benchmarks 1st grade--DIBELS, Locally Developed Benchmarks, Terra Nova 2nd grade--DIBELS, Locally Developed Benchmarks, Terra Nova 3rd grade through 5th grade--Acuity, ISTEP	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	Winslow Elementary has asked for no waivers.	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

**Sep 10, 2009:** Grade level meetings with Train the Trainer

**Person:** Heather Nelson

**Activity:** Staff training in DI

**Sep 20, 2009:** Teacher to be trained in DI to train the rest of staff

**Person:** Heather Nelson

**Activity:** Train a Trainer

**Oct 10, 2009:** Grade level meetings with Train the Trainer

**Person:** Heather Nelson

**Activity:** Staff training in DI

**Nov 10, 2009:** Grade level meetings with Train the Trainer

**Person:** Heather Nelson

**Activity:** Staff training in DI

**Nov 13, 2009:** Teacher to be trained in DI to train the rest of staff

**Person:** Heather Nelson

**Activity:** Train a Trainer

**Dec 10, 2009:** Grade level meetings with Train the Trainer

**Person:** Heather Nelson

**Activity:** Staff training in DI

**Dec 15, 2009:** Survey teachers asking if they are using Differentiated Instruction rationale in their classrooms

**Person:** Susan Craig

**Activity:** Survey teachers

**Jan 10, 2010:** Grade level meetings with Train the Trainer

**Person:** Heather Nelson

**Activity:** Staff training in DI

**Feb 10, 2010:** Grade level meetings with Train the Trainer

**Person:** Heather Nelson

**Activity:** Staff training in DI

**Mar 10, 2010:** Grade level meetings with Train the Trainer

**Person:** Heather Nelson

**Activity:** Staff training in DI

**Apr 10, 2010:** Grade level meetings with Train the Trainer

**Person:** Heather Nelson

**Activity:** Staff training in DI

**May 10, 2010:** Grade level meetings with Train the Trainer

**Person:** Heather Nelson

**Activity:** Staff training in DI

**May 23, 2010:** Survey teachers asking if they are using differentiated instruction rationale in their classrooms

**Person:** Susan Craig

**Activity:** Survey teachers

## Focused Academic Area

✓ **May 8, 2009:** Teacher will attend workshop

**Person:** Nicole Russell

**Activity:** Problem Solving Workshop

**Sep 26, 2009:** Fall Inservice for Professional Development concerning Problem solving and Algebraic Expression

**Person:** Ritch Luker

**Activity:** Professional Development concerning Problem Solving and Algebraic Expression

## Continuous Improvement Timeline

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
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 &amp; Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; 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 &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review &amp; 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>