

School Improvement Plan - PL221 Version - 2008-2011

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Sullivan Elementary School (7965)

Southwest School Corp

Sullivan, 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>

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School Improvement Plan Introduction

Sullivan 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 School Wide
- No Child Left Behind

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-Making

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

- Carole Andre - Teacher
- Janna Buckley - Teacher
- Jamie Faulk - Teacher
- Sarah Hannon - Administrator
- Jennifer Lincoln - Teacher
- Maria Manzola - Administrator
- Craig Marchino - Community
- Lisa McCammon - Teacher
- Terri Roberts - Administrator
- Paige Shake - Teacher
- Ed Walker - Parent/Guardian

Strategy Chairs

- Joyce Bonar
- Melinda Bullock
- Heather Fidler
- Maria Manzola
- Connie Massa
- Lisa McCammon
- Chandra McKinney
- Deann Norris
- Missy Ridge
- Terri Roberts
- Kim Snapp

Community Council

- Henry Bobe - Restaurant Proprietor
- Scott and Tammie Brown - City Councilman
- Bryan and Heidi Burkhart - Investment Banker
- Joe & Tina Eslinger - Farmer
- Jim & Teresa Exline - Investment Banker/Public Relations
- Laura Hatfield - Teacher
- Brian and Amy Kinnett - Sheriff
- Oni & Nora Leone - Restaurant Proprietor
- Craig & Erica Marchino - Engineer
- Tammy Secrest - Career College Representative
- Ron Shake - Hospital Health & Safety

Vision Statement

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

We believe all students deserve:

We believe that all students are unique individuals who deserve to be successful in life. We believe that all students deserve to know what is expected of them with support from peers, parents, teachers, and their community. We believe all students deserve a structured, positive learning environment conducive to learning with appropriate and adequate materials. We believe all students deserve positive role models and teachers who are progressive and visionary in implementation of a variety of teaching strategies. We believe all students deserve guidance to pursue their individual dreams through a strong sense of self worth, exposure to varied opportunities, and to have a voice to be heard.

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

All adults highly value education and are positive role models. Adults demonstrate compassion, flexibility, dedication, trustworthiness, and perseverance. All teachers are enthusiastic about successful and challenging moments in their classrooms. By using a variety of teaching methods, teachers challenge students to achieve at the highest standards. Teachers are held accountable for aligning curriculum to state standards to ensure introductory and mastery of skills at each grade level. Teachers provide consistent discipline for every student. Parents invest time and energy in meeting the daily needs of their child's mental, physical, and spiritual well-being. Parents play an active role by volunteering to meet the needs of all children at school. The community rallies around the needs of children to support their development in all aspects of life.

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 expect discipline, structure, and respect to thrive intellectually. Students are given opportunities to learn and work cooperatively and collaboratively to acquire skills and strategies which enable them to be productive citizens in our ever-changing society. All students demonstrate good citizenship and teambuilding skills. Students have a safe and secure environment. Students are happy in their academic and personal lives.

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

- % of students who 3rd through 6th graders mastering ISTEP essential skills : 100%
- % of students who are at or above grade level-reading: 100%
- % of students who are at or above grade level-math: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	68.1%	79%	75%	79%	72.7%	79%		80%		80%		100%

6th Grade Special Education Students passing Math - % passing the ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
24%	33%	40%	53%	42%	37.5%	44%		50%		52%		100

All Students taking ISTEP - % of all Students passing the ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	73%	78%	78%	79%	74.5%	80%		85%		85%		100

All Students taking ISTEP - % passing the ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84%	64%	85%	74%	85%	71.75%	85%		90%		90%		100%

All students taking ISTEP - % passing the ISTEP writing process

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	65.7%	80%	68%	80%	68.4%	80%		90%		90%		100%

Free and Reduced - % of free and reduced students passing ISTEP+ E/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	59.5%	60%	66.5%	65%	59%	70%		75%		75%		100%

Free and Reduced - % of free and reduced students passing ISTEP+ Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	52.4%	55%	64%	60%	57.25%	65%		70%		72%		100%

Free and reduced lunch - % of students meeting "Indiana On-Track Scores"

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58%	67%	70%	70%	70%	74%	75%		80%		80%		100%

Intermediate Students - 4th, 5th, and 6th Grade - Number of students who are working at respective grade level (4.0, 5.0, 6.0) in the SuccessMaker course: Math Concepts.

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				20	117	120		125		130		150

Intermediate Students - 4th, 5th, and 6th Grade - Number of students working at respective grade level (4.0, 5.0, 6.0) in the SuccessMaker course: Reader's Workshop

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		20	21	30	160	175		180		200		300

Kindergarten - % meeting DIBELS grade level goals

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	51%	55%	70%	60%	80%	65%		70%		72%		100%

Special Education - % of special education students passing ISTEP+ E/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35%	26.3%	35%	40%	40%	37.75%	45%		50%		52%		55%

Special Education - % of special education students passing ISTEP+ Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	28.9%	35%	51%	40%	48.25%	45%		50%				55%

Special Education - % of students meeting "Indiana On-Track Scores" for Reading.

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30%	31%	35%	0%	40%	44%	50%		55%		57%		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: Home/School Communication

Parent surveys indicated that more effective communication is needed between school and home.

Concern: Need for increased parent involvement

Parent Surveys indicated that parents would like to have more opportunities to be involved in their child's education.

Concern: Low achievement in the areas of Reading Comprehension and Literary Response and Analysis on ISTEP

Based on the ISTEP Applied Skills Frequency Distribution report, large percentages of students failed to master Reading Comprehension and Literary Analysis and Response questions.

Concern: Students are not reading enough

Based on teacher responses, students do not have enough time in the daily schedule for self-selected reading and do not take advantage of the time they do have.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

N. Parent Notice of "School in Improvement"

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

V. Peer Review for SIP

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

Sullivan Elementary School has an open-door policy for parents and community members to volunteer at our school, in addition to participating as a part of the PTO and/or Community Council. Many opportunities are provided by the school to encourage parent and family participation such as Title I Family Nights, Donuts at Dawn, Muffins in the Morning, Read Across America Week, Relay for Life, Field Days, Art Open House Week, etc. School to home communication occurs through monthly newsletters, the school website, Harmony, flyers, teacher letters, and monthly newsletters from the administration.

A. Parent Involvement: Title 1 Family Nights

Title 1 Family Nights will help parents/caregivers learn parenting skills related to educational success by providing parents/caregivers information about homework assistance and effective home-to-school communication. Title 1 Family Nights will also help parents/caregivers develop the literacy skills required to comfortably assist children in reading. Title 1 Family Nights will be conducted 6 times during the 2008-09 school year: 4/30 minute sessions prior to PTO meetings and 2/90 minute sessions to be scheduled fall and spring. These special nights will be planned by strategy chair, Kim Snapp and Title 1 teacher Karyn Bogdan.

B. Technology Coordination

Technology is used by teachers and students daily for instructional and learning purposes. Students participate in digital learning programs, use the internet to research, and complete NWEA assessments via lab and classroom computers. Teachers use technology to record and share grades with parents via Edline, incorporate technology in classroom lessons, and provide students with learning experiences in Microsoft Word and PowerPoint. Sullivan has 5 computer labs, a wireless cart lab, and five computers per classroom. An in-house technology facilitator will take care of all hardware/software needs and technology maintenance under the guidance of the district technology director.

B. Technology Coordination: READ 180

READ 180 is a comprehensive reading intervention program for struggling readers used in grades 4-6. The 90-minute, daily lessons consists of a whole-group instructional lesson and three small-group rotations. One of the small-group rotations is the Computer Station, which utilizes multi-media technology to provide individualized differentiated learning to each student. The technology facilitator develops a rubric based on NWEA, ISTEP, IEPs, and teacher recommendation and ranks all students in each grade level. READ 180 students are then selected based on the above criteria. There are approximately 15-20 students in each of the three READ 180 classes.

B. Technology Coordination: SuccessMaker

SuccessMaker, by Pearson Digital Learning, is a digital learning system that offers interactive learning activities in reading, language arts, mathematics, and science. It is a results-driven learning system incorporates curriculum and assessment through differentiated learning for each student. Teachers monitor, assess, and direct the progress of each student. Third through sixth grade students use SuccessMaker in one of the school's computer labs at least four times weekly. Primary students use SuccessMaker on a rotation basis in their classrooms.

B. Technology Coordination: Waterford Early Reading Program

Waterford Early Reading Program is a comprehensive early intervention curriculum designed to develop literacy for kindergarten through third grade students. The multi-media technology provides daily, research-based individualized instruction for every student. All kindergarten through second grade students, as well as selected third through sixth grade students, use Waterford in one of the school's computer labs daily. Reading Book Bags will go home with student's to share with their families as they completed Waterford units.

C. Safe and Disciplined Learning Environment

The staff of Sullivan Elementary School strive to provide a safe and disciplined learning environment for every student, every day. School rules, expectations, and discipline procedures have been developed by the staff and are communicated to students and parents through a variety of means including a school handbook, posters, letters, and dialog.

D. Attendance

Attendance is required for all students. Parents are required to submit a written reason for absences. Attendance taken is logged into computer system. Ten days or more unexcused absence can result in failure in subjects or retention. Letters are sent home by office personnel after 10 days of absences. Division of Family and Children has established a position within the police department to check on excessive unexcused absences.

G1. Exceptional Learners - Gifted

At Sullivan Elementary School, we strive to meet the academic needs of all students including the "gifted" exceptional learners. To accomplish this we use the multi-media program, SuccessMaker, for reading and math enrichment. Third through six grade students use SuccessMaker daily in one of the school's computer labs. Intermediate teachers may also use SuccessMaker with their students on one of the five classroom computers housed in their classrooms. Primary students (K-2) are rotated on SuccessMaker in their classrooms. In addition, primary students use the Waterford Early Reading Program daily in one of the school's computer labs. As students complete a level successfully, they are advanced on to the next level.

G2. Exceptional Learners - Special Education: Successful Inclusion of Special Education Students

With the implementation of a well-designed inclusion program, teachers will utilize successful methods of differentiated instruction while applying IEPs in the general education classrooms. Special education students in grades third through sixth will participate in whole class, grade-level instruction with itinerate services. Additional instruction, assignments, and assessments will be modified by the classroom teacher and/or special education teacher to meet the individual needs of students. Instruction and resources will focus on early interventions in grades Kindergarten through second.

H. Cultural Competency

Sarah Hannon, the school's guidance counselor, will lead staff in a book study using the book "Beyond Discipline: From Compliance to Community" by Alfie Kohn as the curriculum. Study groups will meet monthly during staff collaboration time and PL 221 days to discern discipline programs and compliance with adults' expectations. This study focuses on the socio-economic status of student population and how adults must deal with this issue.

I. Focused Instruction / Curriculum: Balanced Literacy

Teachers will utilize effective practices to support daily balanced literacy, with a focus on writing and comprehension, in the classroom to improve free and reduced and special education student achievement in the content areas of Language Arts, Science, Social Studies, and Math. Additional focus on comprehension strategies will be utilized daily through Accelerated Reader Enterprise.

I. Focused Instruction / Curriculum: Math Problem-Solving

Teachers will use at least 2 ISTEP type problem solving strategies in conjunction with test day activities. Students will complete this activity during class time after their test is completed or the following day. Teachers will be able to assist students with areas of concern during their Math class time. No new lesson will occur on these days of problem solving strategies. All instructional staff will create posters to be displayed in rooms throughout the year depicting common mathematical terminology correlating with ISTEP.

J. Instruction by Highly Qualified Teachers

All teachers employed by the Southwest School Corporation meet the Indiana "Highly Qualified" requirements. All extended absences of teachers are filled by administration with teachers meeting the "Highly Qualified" requirements as well. Sullivan Elementary School provides many opportunities for professional development and collaboration among teachers including common grade-level planning time and weekly early-release collaboration. In addition, the Teacher Mentoring Strategy provides guidance and assistance to all teachers including new and new-to-the-building teachers.

K. Attracting Highly Qualified Teachers

Southwest School Corporation is located geographically amid several colleges and has a large applicant pool when vacancies are posted. Vacancies are posted advertising that only highly qualified (using state guidelines) need apply. Resumes are screened looking for the closest match between professional qualifications and experiences to the open position. References

are contacted for applicants chosen for an initial interview. The initial interview takes place with the school administration. The applicant pool is narrowed down for the second round of interviews with school administration, the superintendent, and one or more school board members.

L. Early Childhood Assistance

A variety of early childhood assistance activities are planned to assist with a child's educational, social, and health needs by the school staff and various community organizations. Kindergarten Round-Up occurs in the spring. Staff members provide the following activities designed to assist parents in meeting the needs of their children: vision screenings, hearing screenings, speech screenings, and developmental assessment using the McGraw-Hill Developmental Checklist. At this time, parents receive information about Sullivan Elementary's kindergarten expectations, the full-day instructional program, and the kindergarten Indiana Academic Standards. Pre-kindergarten visitations and IEP transition conferences are conducted to facilitate a smooth transition, academically and socially, for the students, parents, and teachers.

M. Assessment Results to Parents

Classroom teachers/Title I staff will provide all parents/guardians with ISTEP+, NWEA, and DIBELS assessment reports for enrolled students, in addition to report cards and periodic SuccessMaker and Waterford reports.

N. Parent Notice of "School in Improvement"

A letter identifying Sullivan Elementary School as a "School in Improvement" will be mailed prior to the start of the school year all families of enrolled students. See "School in Improvement" letter on the next page.

O. Extended Learning Activities

Sullivan Elementary School offers all free and reduced students the opportunity to participate in Supplemental Educational Services. A SES fair will take place the first week of school to give parents the opportunity to meet with SES providers and preview the program each provider has to offer. Outside providers are encouraged to hire current staff members for their SES tutors. Title I tutoring for grades 1-6 coincides with Supplemental Educational Services tutoring. A three-week intensive course is offered for teacher-recommended students in the summer. In addition, academic bowls (math, science, spelling, and general knowledge) are available for 5th and 6th grade students during the school year. A weekly Chess Club is offered after-school for any student

P. Teacher Mentoring Program

The Sullivan Elementary teacher mentoring program assists with acclimating new and new-to-the-building teachers to Sullivan Elementary School and the education profession through a welcome packet. In addition, the program provides mentoring support to all teachers through the use of a school "human" resources list (i.e. mentor teachers for balanced literacy, technology, etc.) and central work area housed with professional resources. All teachers are afforded the opportunity to observe peer teachers and participate in peer coaching or modeling. All requirements of the state required teacher mentoring will be supported and overseen by the principal.

Q. School-Parent Involvement Policy

A parent involvement policy will be developed/revised during the May PTO meeting by teachers and parents ensuring that it meets Title I schoolwide requirements. Teachers will provide parents with a copy of the parent involvement policy during parent/teacher conferences.

R. Parent Right-to-Know Letter

The Title I administrator and superintendent will compile a "Parent Right-to-Know" following state requirements informing parents that they have the right to request their child's teachers qualifications and receive notification if their child receives instruction after three weeks from a teacher not deemed as highly qualified. This letter will be mailed out by Central Office.

S. School-Parent Compact

A home school compact meeting Title I Schoolwide requirements will be developed/revised during the May PTO meeting by parents and teachers. Teachers will present the home/school compact to parents during parent/teacher conferences. Compacts are to be signed by the teacher, parent, and student. A current home/school compact for each student will be placed in the Home/School Compact binder housed in the office. Any parents not participating in parent/teacher conferences will receive their parent/teacher conference packet via mail. Teachers will monitor to ensure that all home/school compacts are returned to school.

T. Annual Parent Meeting: Back to School Night

A "Back to School Night" will be hosted by the school staff at the beginning of school in August for parents and families. Parents and families will begin in the gym with the Title I annual parent meeting. Topics at this meeting include: Title I Improvement status, instructional programs, curriculum, assessments, student achievement data, parent involvement, and communication. Parents will then visit their childrens' classroom teachers. At this time, teachers and parents will discuss classroom instruction, expectations, procedures, and discipline.

U. Targeted Assistance

Sullivan Elementary School failed to make AYP in 2007 due to Special Education subgroup scores. See G2: Exceptional Learners: Special Education Strategy Plan

V. Peer Review for SIP

Upon completion of the school improvement plan, the Title I administrator will plan a meeting the SES steering team and the Carlisle Elementary/Junior High School steering team to peer review respective SIPs.

Professional Development

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

A. Parent Involvement

Professional Development Activity	Funding	Activity Purpose
<i>"Harmony" technical training</i>	Source: Technology Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Harmony is the district's new management program.	Teachers Counselors Administrators Other	Talk to Presentation/Workshop Peer Coaching

A. Parent Involvement: Title 1 Family Nights

No professional development is needed for this strategy.

G2. Exceptional Learners - Special Education: Successful Inclusion of Special Education Students

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration Time</i>	Source: Southwest School Corporation Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Corporation-wide, monthly early-release collaboration time	Teachers Counselors Administrators Other	Presentation/Workshop Study Group Professional Reading Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Early Intervention Activities using the SRB Soar to Success program</i>	Source: Title I/PL 221 Amount: \$7000	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Development/Refinement of literacy group strategies using SRB Soar to Success	Teachers Administrators Other	Presentation/Workshop Peer Coaching Collaborative Problem Solving

H. Cultural Competency

Professional Development Activity	Funding	Activity Purpose
<i>Book Discussion</i>	Source: PL 221 Amount: \$300	Information Skill Building
Brief Description	Intended Participants	Activity Format
School counselor will lead book discussion on Alfie Kohn's Disciplinary Theories.	Teachers Counselors Administrators Other	Study Group Professional Reading

I. Focused Instruction / Curriculum: Balanced Literacy

Professional Development Activity	Funding	Activity Purpose
<i>Training for new programs</i>	Source: Title I/Technology Amount: \$12000	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Training effectively utilizing Accelerated Reader Enterprise in classrooms and school.	Teachers Administrators Other	Talk to Presentation/Workshop Peer Coaching Professional Reading Other

I. Focused Instruction / Curriculum: Math Problem-Solving

Professional Development Activity	Funding	Activity Purpose
<i>Training in problem solving expectations and strategies.</i>	Source: Sullivan Elementary Amount: \$0	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Math strategy team and administrators will provide guidance, resources, modeling, and peer coaching in problem-solving activities.	Teachers Administrators Students Other	Talk to Study Group Peer Coaching Professional Reading

L. Early Childhood Assistance

Professional Development Activity	Funding	Activity Purpose
<i>Train New Staff Members on Using the Developmental Skills Checklist</i>	Source: Sullivan Elementary Amount: \$0	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Developmental Skills Checklist - used to assess students at Kindergarten Round-Up.	Teachers	Peer Coaching

O. Extended Learning Activities

Professional Development Activity	Funding	Activity Purpose
<i>Training for tutors</i>	Source: Title I Amount: \$500	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Title I tutors will have a pre-tutoring workshop to plan tutoring lessons and focus.	Teachers Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Peer Observation</i>	Source: Title I/PL 221 Amount: \$1000	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will be provided with classroom leave time to do peer observations. Human Resources chart will provide names of in-house "experts" that teachers may utilize.	Teachers Counselors Administrators Other	Peer Coaching

U. Targeted Assistance

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

Concern: Home/School Communication

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- All students taking ISTEP -- % passing the ISTEP writing process

Strategies to Impact This Concern:

- O. Extended Learning Activities
- A. Parent Involvement: Title 1 Family Nights
- A. Parent Involvement
- Q. School-Parent Involvement Policy

Concern: Need for increased parent involvement

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- All students taking ISTEP -- % passing the ISTEP writing process
- Kindergarten -- % meeting DIBELS grade level goals

Strategies to Impact This Concern:

- L. Early Childhood Assistance
- A. Parent Involvement: Title 1 Family Nights
- A. Parent Involvement

Concern: Low achievement in the areas of Reading Comprehension and Literary Response and Analysis on ISTEP

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- Free and Reduced -- % of free and reduced students passing ISTEP+ E/LA
- Special Education -- % of special education students passing ISTEP+ E/LA

Strategies to Impact This Concern:

- L. Early Childhood Assistance
- G2. Exceptional Learners - Special Education: Successful Inclusion of Special Education Students
- O. Extended Learning Activities
- I. Focused Instruction / Curriculum: Balanced Literacy
- I. Focused Instruction / Curriculum: Math Problem-Solving
- P. Teacher Mentoring Program

Concern: Students are not reading enough

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- Intermediate Students - 4th, 5th, and 6th Grade -- Number of students working at respective grade level (4.0, 5.0, 6.0) in the SuccessMaker course: Reader's Workshop

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Successful Inclusion of Special Education Students
- I. Focused Instruction / Curriculum: Balanced Literacy
- I. Focused Instruction / Curriculum: Math Problem-Solving
- A. Parent Involvement: Title 1 Family Nights
- A. Parent Involvement

Required Areas of Concern

A. Parent Involvement (PL221, Title I, NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- Kindergarten -- % meeting DIBELS grade level goals
- Special Education -- % of students meeting "Indiana On-Track Scores" for Reading.

Strategies to Impact This Concern:

- D. Attendance
- A. Parent Involvement
- A. Parent Involvement: Title 1 Family Nights
- Q. School-Parent Involvement Policy

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- Intermediate Students - 4th, 5th, and 6th Grade -- Number of students who are working at respective grade level (4.0, 5.0, 6.0) in the SuccessMaker course: Math Concepts.
- Intermediate Students - 4th, 5th, and 6th Grade -- Number of students working at respective grade level (4.0, 5.0, 6.0) in the SuccessMaker course: Reader's Workshop
- Special Education -- % of special education students passing ISTEP+ E/LA
- Special Education -- % of special education students passing ISTEP+ Math

Strategies to Impact This Concern:

- B. Technology Coordination: READ 180
- B. Technology Coordination: SuccessMaker
- B. Technology Coordination
- B. Technology Coordination: Waterford Early Reading Program

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- All students taking ISTEP -- % passing the ISTEP writing process

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- Intermediate Students - 4th, 5th, and 6th Grade -- Number of students who are working at respective grade level (4.0, 5.0, 6.0) in the SuccessMaker course: Math Concepts.
- Intermediate Students - 4th, 5th, and 6th Grade -- Number of students working at respective grade level (4.0, 5.0, 6.0) in the SuccessMaker course: Reader's Workshop

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 6th Grade Special Education Students passing Math -- % passing the ISTEP Math
- Special Education -- % of special education students passing ISTEP+ E/LA
- Special Education -- % of special education students passing ISTEP+ Math
- Special Education -- % of students meeting "Indiana On-Track Scores" for Reading.

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Successful Inclusion of Special Education Students

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- Kindergarten -- % meeting DIBELS grade level goals

Strategies to Impact This Concern:

- H. Cultural Competency

I. Focused Instruction / Curriculum (Title I, NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All students taking ISTEP -- % passing the ISTEP writing process
- Free and Reduced -- % of free and reduced students passing ISTEP+ E/LA
- Special Education -- % of special education students passing ISTEP+ E/LA
- Special Education -- % of students meeting "Indiana On-Track Scores" for Reading.

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Math Problem-Solving
- I. Focused Instruction / Curriculum: Balanced Literacy

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- All students taking ISTEP -- % passing the ISTEP writing process
- Intermediate Students - 4th, 5th, and 6th Grade -- Number of students who are working at respective grade level (4.0, 5.0, 6.0) in the SuccessMaker course: Math Concepts.
- Intermediate Students - 4th, 5th, and 6th Grade -- Number of students working at respective grade level (4.0, 5.0, 6.0) in the SuccessMaker course: Reader's Workshop

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- All students taking ISTEP -- % passing the ISTEP writing process

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- Kindergarten -- % meeting DIBELS grade level goals

Strategies to Impact This Concern:

- L. Early Childhood Assistance

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- Free and Reduced -- % of free and reduced students passing ISTEP+ E/LA
- Free and Reduced -- % of free and reduced students passing ISTEP+ Math
- Special Education -- % of special education students passing ISTEP+ E/LA
- Special Education -- % of special education students passing ISTEP+ Math

Strategies to Impact This Concern:

- M. Assessment Results to Parents

N. Parent Notice of "School in Improvement" (NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- Free and Reduced -- % of free and reduced students passing ISTEP+ E/LA
- Free and Reduced -- % of free and reduced students passing ISTEP+ Math
- Special Education -- % of special education students passing ISTEP+ E/LA
- Special Education -- % of special education students passing ISTEP+ Math

Strategies to Impact This Concern:

- N. Parent Notice of "School in Improvement"

O. Extended Learning Activities (Title I, NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- Special Education -- % of special education students passing ISTEP+ E/LA
- Special Education -- % of special education students passing ISTEP+ Math

Strategies to Impact This Concern:

- O. Extended Learning Activities

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math
- All students taking ISTEP -- % passing the ISTEP writing process
- Free and reduced lunch -- % of students meeting "Indiana On-Track Scores"
- Special Education -- % of students meeting "Indiana On-Track Scores" for Reading.

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math

Strategies to Impact This Concern:

- T. Annual Parent Meeting: Back to School Night

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- Free and Reduced -- % of free and reduced students passing ISTEP+ E/LA
- Free and Reduced -- % of free and reduced students passing ISTEP+ Math
- Free and reduced lunch -- % of students meeting "Indiana On-Track Scores"

Strategies to Impact This Concern:

- U. Targeted Assistance

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % of all Students passing the ISTEP Language Arts
- All Students taking ISTEP -- % passing the ISTEP Math

Strategies to Impact This Concern:

- V. Peer Review for SIP

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:	In the office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP is given in grades 3 through 8. NWEA is given in grades 2 through 6 for Math, Reading, Language Arts, and Science. DIBELS is used in grades K through 2.	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:	At this time, we do not consolidate programs. Programs have limited funds with already designated uses.	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Cultural Competency

Sep 3, 2008: Invite staff to collaborate

Person: Sarah Hannon

Activity: Book Discussion

Oct 1, 2008: Invite staff to collaborate

Person: Sarah Hannon

Activity: Book Discussion

Nov 4, 2008: Invite staff to collaborate

Person: Sarah Hannon

Activity: Book Discussion

Dec 3, 2008: Invite staff to collaborate

Person: Sarah Hannon

Activity: Book Discussion

Dec 31, 2008: Invite staff to collaborate

Person: Sarah Hannon

Activity: Book Discussion

Feb 4, 2009: Invite staff to collaborate

Person: Sarah Hannon

Activity: Book Discussion

Mar 4, 2009: Invite staff to collaborate

Person: Sarah Hannon

Activity: Book Discussion

Early Childhood Assistance

Jan 5, 2009: Collect parent feedback forms on Kindergarten Transition

Person: Janna Buckley

Activity: Collect First Semester Follow-Up Data

Mar 1, 2009: Set date for Round-Up

Person: Maria Manzola/Kindergarten Teachers

Activity: Kindergarten Round-Up

Mar 1, 2009: Contact local preschools to schedule visitations

Person: Kindergarten Teachers/Developmental Preschool Teachers

Activity: Preschool Visitations

Mar 7, 2009: Compile and mail letters to local preschools, daycares, doctor's offices

Person: Becky Boone

Activity: Kindergarten Round-Up

Mar 10, 2009: Plan activity, screening schedule, volunteers

Person: Maria Manzola/Kindergarten Teachers

Activity: Kindergarten Round-Up

- Mar 10, 2009:** Prepare activity for visit
Person: Kindergarten Teachers
Activity: Preschool Visitations
- Mar 20, 2009:** Prepare packet of expectations, immunization record forms, and handwriting samples
Person: Terri Gadberry
Activity: Preschool Visitations
- Apr 1, 2009:** Contact local newspaper to do a preview on Round-Up listing all services and benefits for parents
Person: Maria Manzola/Terri Roberts
Activity: Kindergarten Round-Up Communication
- Apr 1, 2009:** Schedule training date and instructor
Person: Maria Manzola
Activity: Train New Staff Members on Using the Developmental Skills Checklist
- Apr 12, 2009:** Assign adults to screening stations
Person: Maria Manzola
Activity: Pre-Kindergarten Screening
- Apr 12, 2009:** McGraw Hill Development Skills Checklist
Person: Maria/Manzola
Activity: Pre-Kindergarten Screening
- Apr 12, 2009:** Plan/set-up stations for screening
Person: Maria Manzola
Activity: Pre-Kindergarten Screening
- Apr 12, 2009:** Take appointments for later screening
Person: Maria Manzola
Activity: Pre-Kindergarten Screening
- Apr 20, 2009:** Create Parent Feedback Forms
Person: Terri Roberts/Kindergarten Teachers
Activity: Parent Feedback Forms to Evaluate Pre-Kindergarten/Kindergarten Transition and Activities
- Apr 21, 2009:** Mail Parent Feedback Form to sampling of parents participation in Kindergarten Round-Up
Person: Janna Buckley
Activity: Parent Feedback Forms to Evaluate Pre-Kindergarten/Kindergarten Transition and Activities
- Apr 23, 2009:** Collect parent feedback forms
Person: Janna Buckley
Activity: Collect Baseline Data Parent Feedback Forms
- May 22, 2009:** Kindergarten teachers attend Developmental Preschool ACR/Transition IEP conferences
Person: Preschool/Kindergarten Teachers
Activity: Preschool Transition IEP Conferences
- May 23, 2009:** Kindergarten teachers chart the needs of incoming students from the Developmental Preschool
Person: Preschool/Kindergarten Teachers
Activity: Preschool Transition IEP Conferences
- Dec 10, 2009:** Mail Parent Feedback Form to sampling of Kindergarten parents on Kindergarten transition
Person: Janna Buckley
Activity: Parent Feedback Forms to Evaluate Pre-Kindergarten/Kindergarten Transition and Activities

Exceptional Learners - Special Education

Aug 5, 2008: Scheduling

Person: Maria Manzola

Activity: Early Intervention Activities using the SRB Soar to Success program

Aug 11, 2008: Training

Person: Maria Manzola

Activity: Early Intervention Activities using the SRB Soar to Success program

Aug 11, 2008: School schedule for literacy groups

Person: Maria Manzola

Activity: Literacy Groups

Aug 11, 2008: Utilization of staff and substitute teachers for planning

Person: Maria Manzola

Activity: Literacy Groups

Aug 12, 2008: Buying books

Person: Title I

Activity: Building the Book Room

Aug 12, 2008: Labeling books

Person: Title I/Paraprofessionals/Special Education

Activity: Building the Book Room

Aug 12, 2008: Purchasing bookcases

Person: Maria Manzola

Activity: Building the Book Room

Aug 12, 2008: Look at schedule times

Person: Sarah Hannon

Activity: Collect first semester/trimester follow up data

Aug 14, 2008: Modeling of literacy groups

Person: Teachers

Activity: Literacy Groups

Aug 15, 2008: Collect time logs

Person: Maria Manzola/Terri Roberts

Activity: Collect first semester/trimester follow up data

Sep 12, 2008: General education teachers and special education teachers/staff will use common planning or collaboration time to plan differentiated instruction and accommodations

Person: Maria Manzola

Activity: Collaboration Time

Oct 8, 2008: Observe classes

Person: Maria Manzola/Terri Roberts

Activity: Collect first semester/trimester follow up data

Oct 10, 2008: General education teachers and special education teachers/staff will use common planning or collaboration time to plan differentiated instruction and accommodations

Person: Maria Manzola

Activity: Collaboration Time

Nov 13, 2008: General education teachers and special education teachers/staff will use common planning or collaboration time to plan differentiated instruction and accommodations

Person: Maria Manzola

Activity: Collaboration Time

- Dec 9, 2008:** Observe classes
Person: Maria Manzola/Terri Robers
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** General education teachers and special education teachers/staff will use common planning or collaboration time to plan differentiated instruction and accommodations
Person: Maria Manzola
Activity: Collaboration Time
- Jan 9, 2009:** General education teachers and special education teachers/staff will use common planning or collaboration time to plan differentiated instruction and accommodations
Person: Maria Manzola
Activity: Collaboration Time
- Jan 12, 2009:** Collect time logs
Person: Maria Manzola/Terri Roberts
Activity: Collect final semester/trimester follow up data
- Jan 12, 2009:** Observe classes
Person: Maria Manzola/Terri Roberts
Activity: Collect final semester/trimester follow up data
- Feb 6, 2009:** General education teachers and special education teachers/staff will use common planning or collaboration time to plan differentiated instruction and accommodations
Person: Maria Manzola
Activity: Collaboration Time
- Mar 13, 2009:** General education teachers and special education teachers/staff will use common planning or collaboration time to plan differentiated instruction and accommodations
Person: Maria Manzola
Activity: Collaboration Time
- Mar 16, 2009:** Collect time logs
Person: Maria Manzola/Terri Roberts
Activity: Collect final semester/trimester follow up data
- ✓ **Mar 18, 2009:** Look at schedule times
Person: Sarah Hannon
Activity: Collect baseline data
- Apr 10, 2009:** General education teachers and special education teachers/staff will use common planning or collaboration time to plan differentiated instruction and accommodations
Person: Maria Manzola
Activity: Collaboration Time
- May 15, 2009:** General education teachers and special education teachers/staff will use common planning or collaboration time to plan differentiated instruction and accommodations
Person: Maria Manzola
Activity: Collaboration Time
- May 17, 2009:** Look at schedule times
Person: Sarah Hannon
Activity: Collect final semester/trimester follow up data
- May 18, 2009:** Collect time logs
Person: Maria Manzola/Terri Roberts
Activity: Collect final semester/trimester follow up data

Extended Learning Activities

- ✓ **Mar 10, 2008:** Gather participation in extended learning activities
Person: Chandra McKinney
Activity: Collect baseline data

- Aug 1, 2008:** Complete SES provider contracts
Person: Terri Roberts
Activity: Supplemental Educational Services

- Aug 22, 2008:** Host SES fair during open house
Person: Terri Roberts
Activity: Supplemental Educational Services

- Sep 5, 2008:** Facilitate implementation of SES
Person: Terri Roberts
Activity: Supplemental Educational Services

- Sep 5, 2008:** Send teacher recommendation lists
Person: Terri Roberts
Activity: Title I Tutoring

- Sep 15, 2008:** Phone calls to parents of potential tutoring students
Person: Terri Roberts
Activity: Recruit tutoring students

- Sep 15, 2008:** Provide recommended tutor names to SES providers and Superintendent
Person: Terri Roberts
Activity: Training for tutors

- Sep 22, 2008:** Training for tutors
Person: Terri Roberts/SES providers
Activity: Training for tutors

- Sep 28, 2008:** Hire tutors
Person: Terri Roberts
Activity: Title I Tutoring

- Nov 1, 2008:** Develop planned exit activities
Person: Terri Roberts
Activity: Exit activities

- Dec 10, 2008:** Gather participation in extended learning activities
Person: Terri Roberts
Activity: Collect first semester/trimester follow up data

- Mar 10, 2009:** Gather participation in extended learning activities
Person: Terri Roberts
Activity: Collect final semester/trimester follow up data

- May 15, 2009:** Administer exit activities
Person: Terri Roberts
Activity: Exit activities

Focused Instruction / Curriculum

- Apr 14, 2008:** Survey
Person: Math Strategy Team
Activity: Collect baseline data.

- Apr 14, 2008:** Create problem solving activities.
Person: David Redman
Activity: Provide classroom teachers samples of problem solving activities.
- Apr 14, 2008:** Share problem solving activities with staff.
Person: David Redman
Activity: Provide classroom teachers samples of problem solving activities.
- Apr 14, 2008:** Provide a sample problem to each grade level teacher.
Person: Lisa McCammon
Activity: Teachers will use at least 2 ISTEP type problem solving strategies in conjunction with test day activ
- Apr 14, 2008:** Share strategy with staff.
Person: David Redman
Activity: Teachers will use at least 2 ISTEP type problem solving strategies in conjunction with test day activ
- Aug 11, 2008:** A specific, scheduled block of time will be designated for all students to participate daily in AR activities.
Person: Building Administrators
Activity: School-wide Self-Selected Reading/Accelerated Reader
- Aug 11, 2008:** Explore web based resources in grade level meetings.
Person: Administration
Activity: Training in problem solving expectations and strategies.
- Aug 11, 2008:** Math strategy team available to mentor staff.
Person: Math Strategy Team
Activity: Training in problem solving expectations and strategies.
- Aug 11, 2008:** Share state standards and expectations with staff.
Person: Administration
Activity: Training in problem solving expectations and strategies.
- Aug 13, 2008:** Teachers will incorporate "Read Aloud" time into the Self-Selected reading block.
Person: Classroom teachers
Activity: School-wide Self-Selected Reading/Accelerated Reader
- Aug 17, 2008:** Teacher-Student conferences will be held during Self-Selected Reading time to build comprehension and vocabulary skills.
Person: Classroom teachers
Activity: School-wide Self-Selected Reading/Accelerated Reader
- Aug 18, 2008:** Simple Six training for new teachers
Person: Building Administrators
Activity: Training for new programs
- Aug 20, 2008:** Teachers will give baseline writing prompt using previous year I-STEP writing prompt to students (third grade will use second grade year end writing prompt). Analyze baseline writing to target instruction for 15 Day Crunch.
Person: Third through sixth grade classroom teachers
Activity: Simple Six/The 15 Day Crunch
- Aug 25, 2008:** Teachers will implement the 15 Day Simple Six Crunch.
Person: Classroom teachers
Activity: Simple Six/The 15 Day Crunch
- Aug 29, 2008:** Find out common mathematical terms used in state standards.
Person: Math Strategy Team
Activity: Developing common mathematical language.
- Aug 29, 2008:** Create survey to determine use of problem solving activities.
Person: David Redman
Activity: Teachers will use at least 2 ISTEP type problem solving strategies in conjunction with test day activ

- Aug 29, 2008:** Teachers will receive release time for on-line Accelerated Reader training.
Person: Building Administrators
Activity: Training for new programs
- Sep 15, 2008:** Checklist to assess balanced literacy implementation.
Person: Building Administrators
Activity: Collect baseline data
- Sep 30, 2008:** Teachers will administer baseline writing prompt.
Person: Kindergarten through second grade classroom teachers
Activity: Simple Six/The 15 Day Crunch
- Oct 2, 2008:** Teachers will share conferencing skills with others.
Person: Classroom teachers
Activity: Improve/increase teacher knowledge and comfort in conferencing.
- Oct 2, 2008:** Teachers will assess student vocabulary development, comprehension skills, and responses to literature through use of student journals.
Person: Classroom teachers
Activity: Student Journals
- Oct 2, 2008:** Teachers will use student journals in all content areas.
Person: Classroom teacher
Activity: Student Journals
- Oct 2, 2008:** Teachers will collaborate to discuss utilization and assessment of student journals.
Person: Classroom teachers
Activity: Training for new programs
- Oct 2, 2008:** A list of ideas will be provided each teacher to assist in implementation of student journals.
Person: Building Administrators/Classroom teachers
Activity: Utilizing student journals
- Oct 2, 2008:** Teachers will collaborate to discuss ideas for using and assessing student journals.
Person: Classroom teachers
Activity: Utilizing student journals
- Oct 31, 2008:** Find out common mathematical terms used in state standards.
Person: Math Strategy Team
Activity: Developing common mathematical language.
- Dec 1, 2008:** Collect teacher's surveys
Person: Math Strategy Team
Activity: Collect first semester/trimester follow up data.
- Dec 2, 2008:** Teachers will assess student vocabulary development, comprehension skills, and responses to literature through use of student journals.
Person: Classroom teachers
Activity: Student Journals
- Dec 19, 2008:** Checklist to assess balanced literacy continuation.
Person: Building Administrators
Activity: Collect first semester/trimester follow up data
- Jan 1, 2009:** Find out common mathematical terms used in state standards.
Person: Math Strategy Team
Activity: Developing common mathematical language.
- Feb 1, 2009:** Give lists to staff.
Person: Math Strategy Team
Activity: Developing common mathematical language.

Feb 3, 2009: Teachers will assess student vocabulary development, comprehension skills, and responses to literature through use of student journals.

Person: Classroom teachers

Activity: Student Journals

Mar 6, 2009: Create Posters with common mathematical terms.

Person: Math Strategy Teams

Activity: Developing common mathematical language.

Apr 7, 2009: Teachers will assess student vocabulary development, comprehension skills, and responses to literature through use of student journals.

Person: Classroom teachers

Activity: Student Journals

May 1, 2009: Checklist to assess balanced literacy continuation.

Person: Building Administrators

Activity: Collect final semester/trimester follow up data

May 1, 2009: Collect teacher's surveys

Person: Math Strategy Team

Activity: Collect final semester/trimester follow up data.

Parent Involvement

Mar 1, 2008: Parent Survey

Person: Kim Snapp

Activity: Collect baseline data: Parent Survey

Apr 21, 2008: Informational Meeting with teachers

Person: Maria Manzola

Activity: Parent Involvement Volunteer Fair (during registration)

Jul 28, 2008: Design and organize volunteer sign-up booths

Person: Kim Snapp-coordinate with teachers

Activity: Parent Involvement Volunteer Fair (during registration)

Aug 1, 2008: Tech training for teachers

Person: Brian Irwin

Activity: "Harmony" technical training

Aug 4, 2008: Work at volunteer fair booth during registration

Person: Grade level teachers

Activity: Parent Involvement Volunteer Fair (during registration)

Aug 14, 2008: Survey parents/caregivers to determine current level of comfort helping children read

Person: Kim Snapp

Activity: Collect baseline data

Aug 14, 2008: Stock form in office for teachers' convenience

Person: Karyn Bogdan

Activity: Develop "We Noticed" form for teachers to send home

Aug 15, 2008: Create "We noticed" form letter; stock in the office

Person: Karyn Bogdan

Activity: Send home "We noticed" homework notes

Aug 26, 2008: Tech training for parents

Person: Brian Irwin (Kim Snapp)

Activity: "Harmony" technical training

Aug 29, 2008: Announcement: newsletter, flyer
Person: Maria Manzola
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Aug 29, 2008: Informational meeting with teachers
Person: Maria Manzola
Activity: Send home "We noticed" homework notes

Sep 2, 2008: Design instruction for parent involvement
Person: Kim Snapp and Karyn Bogdan
Activity: Title 1 Family Nights

Sep 3, 2008: Plan morning activities
Person: Kim Snapp
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Sep 3, 2008: Purchase food/drink
Person: Maria Manzola
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Sep 8, 2008: Set up tables in the gym
Person: Maria Manzola
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Oct 7, 2008: Design instruction for parent involvement
Person: Kim Snapp and Karyn Bogdan
Activity: Title 1 Family Nights

Oct 16, 2008: Stock form in office for teachers' convenience
Person: Karyn Bogdan
Activity: Develop "We Noticed" form for teachers to send home

Oct 21, 2008: Announcement: newsletter, flyer
Person: Maria Manzola
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Oct 31, 2008: Purchase food/drink
Person: Maria Manzola
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Nov 3, 2008: Organize Book Fair
Person: Library Aid
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Nov 3, 2008: Set up tables in the gym
Person: Maria Manzola
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Nov 4, 2008: Open classroom reading or activity
Person: Classroom Teachers
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Nov 4, 2008: Design instruction for parent involvement
Person: Kim Snapp and Karyn Bogdan
Activity: Title 1 Family Nights

Dec 1, 2008: Parent Survey
Person: Kim Snapp
Activity: Collect first semester/trimester follow up data

Dec 17, 2008: Stock form in office for teachers' convenience
Person: Karyn Bogdan
Activity: Develop "We Noticed" form for teachers to send home

Jan 5, 2009: Survey parents/caregivers to determine current level of comfort helping children read
Person: Kim Snapp
Activity: Collect first semester/trimester follow up data

Jan 6, 2009: Design instruction for parent involvement
Person: Kim Snapp and Karyn Bogdan
Activity: Title 1 Family Nights

Feb 3, 2009: Design instruction for parent involvement
Person: Kim Snapp and Karyn Bogdan
Activity: Title 1 Family Nights

Feb 17, 2009: Announcements: newsletter, flyer
Person: Maria Manzola
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Feb 18, 2009: Stock form in office for teachers' convenience
Person: Karyn Bogdan
Activity: Develop "We Noticed" form for teachers to send home

Feb 27, 2009: Purchase food and drink
Person: Maria Manzola
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Mar 1, 2009: Parent Survey
Person: Kim Snapp
Activity: Collect final semester/trimester follow up data

Mar 2, 2009: Oranize Book Fair
Person: Library Aid
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Mar 2, 2009: Set up tables in gym
Person: Maria Manzola
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Mar 3, 2009: Open classroom reading or activity
Person: Classroom teachers
Activity: Granola with Grandparents, Donuts at Dawn, and Muffins in the Morning

Apr 7, 2009: Design instruction for parent involvement
Person: Kim Snapp and Karyn Bogda
Activity: Title 1 Family Nights

Apr 22, 2009: Stock form in office for teachers' convenience
Person: Karyn Bogdan
Activity: Develop "We Noticed" form for teachers to send home

May 11, 2009: Survey parents/caregivers to determine current level of comfort helping children read
Person: Kim Snapp
Activity: Collect final semester/trimester follow up data

Teacher Mentoring Program

May 1, 2008: Collect surveys

Person: Jamie Faulk

Activity: Collect baseline data

May 5, 2008: Ask PTO to purchase Education World gift certificates

Person: Maria Manzola

Activity: New and New-to-the-building Teacher Welcome Packet

Aug 5, 2008: Create welcome packet that contains school information, procedures, expectations, programs, schedules, human resource list, professional book, and gift certificate

Person: Terri Roberts

Activity: New and New-to-the-building Teacher Welcome Packet

Aug 14, 2008: Create human resources (mentoring) list to place in welcome packet, on poster in workroom, and distribute to all staff.

Person: Jennifer Lincoln, Jamie Faulk, and Terri Roberts

Activity: Human Resources (Mentoring) List and Extra Classroom Materials

Aug 14, 2008: Designate area for teachers to contribute extra classroom materials

Person: Maria Manzola

Activity: Human Resources (Mentoring) List and Extra Classroom Materials

Aug 14, 2008: Encourage teachers to volunteer to mentor, peer coach, and/or model in variety of areas and subjects (i.e. math, science, using computers, discipline, classroom procedures, etc.)

Person: Maria Manzola

Activity: Human Resources (Mentoring) List and Extra Classroom Materials

Sep 10, 2008: Schedule substitutes (if necessary) or provide coverage for any teachers participating in peer observations.

Person: Maria Manzola

Activity: Peer Observation

Sep 10, 2008: Schedule substitutes (if necessary) or provide coverage for any teacher desiring to peer observations.

Person: Maria Manzola

Activity: Peer Observations

Nov 11, 2008: Schedule substitutes (if necessary) or provide coverage for any teachers participating in peer observations.

Person: Maria Manzola

Activity: Peer Observation

Dec 10, 2008: Collect surveys to determine number of staff utilizing peer teachers as mentors

Person: Jennifer Lincoln

Activity: Collect first semester/trimester follow up data

Jan 13, 2009: Schedule substitutes (if necessary) or provide coverage for any teachers participating in peer observations.

Person: Maria Manzola

Activity: Peer Observation

Mar 17, 2009: Schedule substitutes (if necessary) or provide coverage for any teachers participating peer observations.

Person: Maria Manzola

Activity: Peer Observation

May 1, 2009: Collect surveys to determine number of staff utilizing peer teachers as mentors

Person: Jamie Faulk

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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

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