

School Improvement Plan - PL221 Version - 2009-2012

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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:



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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 Schoolwide
- Schools in Improvement (NCLB)

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
- Jamie Faulk - Teacher
- Sarah Hannon - Administrator
- Jennifer Lincoln - Teacher
- Craig Marchino - Community
- Ross Martin - Administrator
- Lisa McCammon - Teacher
- Samantha Phegley - Administrator
- Terri Roberts - Administrator
- Paige Shake - Teacher
- Ed Walker - Parent/Guardian

Strategy Chairs

- Karen Bogdan
- Joyce Bonar
- Ross Martin
- Jennifer Mattern
- Samantha Phegley
- David Redman
- Beth Reed
- Missy Ridge
- Terri Roberts
- Lindsey Yeryar

Community Council

- 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.

3rd Grade Students - Mastery of Standard 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	
N/A	59	N/A	82	N/A	57	60		63		66		100

All Students taking ISTEP - % passing the ISTEP Math (AYP)

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	
70	73	73	76	75%		78%		81%		84		100%

Free and Reduced Lunch Students - % passing ISTEP+ Math (AYP)

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	
55%	64%	60%	60	65%		70%		72%		75		100%

Special Education - % passing ISTEP+ E/LA (AYP)

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	
35	40	40	32	45		50		52		55		100

Special Education - % passing ISTEP+ Math (AYP)

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	
35%	52	40%	44	45%		50%		53		56		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: More Effective Home/School Communication

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

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.

Concern: Adopting mathematics textbooks that are standards based

Through discussion with teachers there is a concern that the Saxon Mathematics textbook used currently are not meeting Indiana State Standards.

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.

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

W. Timely Additional Assistance

Strategies

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

Local Strategies

Exceptional Learners - Gifted —

To promote the progress of our high ability students teachers at SES use, Successmaker, Waterford, Acuity, and Accelerated Reader weekly for reading and math enrichment. Intermediate students (3-6) use SuccessMaker, Acuity, and Accelerated Reader in one of the school's computer labs or in the classroom. Primary students (K-2) are rotated on SuccessMaker in their classrooms, in addition to students using 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 at their own individual pace.

Required Strategies

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 3 times during the 2008-09 school year: 3/30 minute sessions prior to PTO meetings. These special nights will be planned by strategy chair, Karyn Bogdan.

F. Encourage Rigorous Curriculum —

Ross Martin and Samantha Phegley will provide professional development opportunities for teachers which focus on providing differentiated instruction in the area of rigorous and challenging curriculum for high ability students.

F. Encourage Rigorous Curriculum: Adopting mathematics textbooks that are standards based —

Our school will be adopting mathematics textbooks in the spring of 2010. We plan to create a committee of teachers and hired Mathematics Coach. There will be 1 teacher per grade level, that will attend meetings and workshops centered around adopting mathematics textbooks, that are proven to be effective for students and their achievement on ISTEP+ and other assessments. The committee will be created in the fall of 2009 and these committee members will attend mathematics instruction meetings regarding textbook adoption, best practices in mathematics instruction, in addition to visiting neighboring schools to observe mathematics lessons and methods using various math textbooks.

I. Focused Academic Area: 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 Academic Area: 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.

J. Instruction by Highly Qualified Teachers —

All teachers employed by the Southwest School Corporation meet the Indiana "Highly Qualified" requirements. The school maintains a list of all teachers in the building that states how each teacher meets the highly qualified teacher criteria. 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 Transition: Kindergarten Round-Up —

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 for our Kindergarten Round-Up. 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 a developmental skills assessment. At this time, parents receive information about Sullivan Elementary's kindergarten expectations, the full-day instructional program, and the kindergarten Indiana Academic Standards.

M. Parent Notice - Assessment Results —

Classroom teachers/Title I staff will provide all parents/guardians with ISTEP+, Acuity, and DIBELS assessment reports for enrolled students, in addition to report cards and periodic SuccessMaker, Acuity and Waterford reports. This will be presented to parents at Parent Teacher Conferences for detailed explanation.

N. Parent Notice - 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. The school's Title I administrator will be responsible for mailing the letter. This letter will include notifying all parents of the specific responsibilities of the school, LEA, and SEA.

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.

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 required to observe peer teachers and participate in peer coaching or modeling at least once per school year. All requirements of the state required teacher mentoring will be supported and overseen by the principal.

P. Teacher Mentoring Program: Mathematics Coach —

We will hire a Mathematics Coach to assist our teachers and administrators in creating a standards based approach to teaching Mathematics that will improve ISTEP+ scores. Teachers will be required to meet with the Mathematics coach monthly to discuss their mathematics curriculum, teaching methods, and textbook adoption.

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.

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

The Title I administrator and superintendent will compile a "Parent Right-To-Know" letter 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 3 weeks from a teacher not deemed as highly qualified. This letter will be mailed out by Central Office.

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

The Title I administrator and superintendent will compile a "Parent Right-To-Know" letter 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 3 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. This "Back to School Night" will occur during the annual "Open House" event held in the evening in August (6pm). Notice of this event is provided when students enroll for school, where it is printed on the school calendar, in the first School newsletter, local newspaper, and school website. Parents and families will be required to sign-in and take an agenda, describing the topics to be covered. Parents and families will begin in the gymnasium 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 children's classroom teachers. At this time, teachers and parents will discuss classroom instruction, expectations, procedures, and discipline.

U. Focused Student Group: After-School Tutoring program for Special Education students —

Special education students that have not passed the ISTEP+ Math will be targeted and encouraged to participate in after-school tutoring the subsequent school year. Students will be tutored by certified teachers 2 times per week on Tuesdays and Thursdays for approximately 1 hour.

U. Focused Student Group: Inclusion Strategy for 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.

U. Focused Student Group: Safe Harbor (Key 4): Students who DNP or marginally passed ISTEP+ Math and English —

Students that DNP or marginally passed ISTEP+ Math and or English Language Arts will be targeted by teachers as to ensure these students receive focused remediation and progress monitoring before taking the ISTEP+ assessment again. Remediation will include the use of outside textbook materials that are standards based and ISTEP+ driven and Acuity instructional resources. Remediation will occur during the school day for at least 30 minutes, outside of math and english core instructional time. Students will be progress monitored for growth using Acuity assessments which will be given quarterly.

V. Peer Review for SIP —

Upon completion of the school improvement plan, the Title I administrator will plan a meeting the SES steering team with the Linton-Stockton Elementary School steering team to peer review respective SIP's. Linton-Stockton Elementary School has made AYP in the previous 2 school years and is demographically similar to Sullivan Elementary School. Linton-Stockton Elementary School has 47% free and reduced lunch student population (43% SES), making it a Title I school and has approximately 700 students (600 SES). Linton Stockton Elementary School will review our plan and make suggestions as needed. The Peer Review document will be located in our school improvement binder for reference during a DOE monitoring visit.

W. Timely Additional Assistance: Response to Intervention (GEI) —

Teachers will indicate through a General Education Intervention (GEI) referral students who are struggling with the curriculum. These meetings will include every teacher in the grade level to which the student belongs and an administrator. The administrator will facilitate the meeting and document interventions that will be implemented to help the student achieve. Interventions will ideally occur outside of the math and english core curriculum time, depending on the student's specific needs and situation. The interventions will be implemented by classroom teachers, paraprofessionals, and special education teachers.

The individual(s) implementing the intervention will depend on the intervention itself and the students' individual needs, in addition to taking into consideration the needs of the whole class to which the student belongs (i.e. the intervention cannot disrupt student learning for the rest of the class, and if so the intervention may take place in a different location and be done by a paraprofessional or special education teacher). Follow-up will occur 6-9 weeks later to monitor improvement or lack of. If there is not improvement interventions will be modified, added, or deleted. Follow-up will occur 6-9 weeks later to monitor improvement or lack of. If there is no improvement the General Education Intervention team will discuss testing and possible placement into the special education program.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator’s knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

A. Parent Involvement: Title 1 Family Nights

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Adopting mathematics textbooks that are standards based

Professional Development Activity	Funding	Activity Purpose
<i>Visit neighboring "similar" school using a successful math series</i>	Source: Title I Amount: \$1000	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will observe a neighboring school using a mathematics curriculum (textbook) proven to be effective for students in their achievement on standardized tests.	Teachers Administrators	Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Attend mathematics teaching workshops/PD opportunities</i>	Source: Title I Amount: \$2000	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will attend mathematics workshops related to aligning curriculum to standards and best practices.	Teachers Administrators	Presentation/Workshop

I. Focused Academic Area: Balanced Literacy

Professional Development Activity	Funding	Activity Purpose
<i>Improve/Increase teacher knowledge in Simple Six</i>	Source: Title I Amount: \$4000	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will receive training regarding Simple Six Writing from Kay Davidson.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Improve/Increase teacher knowledge in Simple Six</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will collaborate during grade level meetings to discuss/improve conferencing skills and utilization and assessment of journals.	Teachers	Study Group Peer Coaching

I. Focused Academic Area: Math Problem-Solving

Professional Development Activity	Funding	Activity Purpose
<i>Training in problem solving expectations and strategies.</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will receive information regarding problem solving from other grade-level teachers and the Math coach pertaining to ISTEP+ during grade level meetings.	Teachers	Presentation/Workshop Peer Coaching

L. Early Childhood Transition: Kindergarten Round-Up

No professional development is needed for this strategy.

O. Extended Learning Activities

Professional Development Activity	Funding	Activity Purpose
<i>Training for tutors</i>	Source: Title I Amount: \$1000	Skill Building
Brief Description	Intended Participants	Activity Format
Tutors will receive training from SES providers.	Teachers	Presentation/Workshop

P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration time for Mentoring Buddies</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Staff will share mentoring experiences during scheduled collaboration time.	Teachers	Study Group Peer Coaching

P. Teacher Mentoring Program: Mathematics Coach

Professional Development Activity	Funding	Activity Purpose
<i>Monthly Grade Level Mathematics Meetings</i>	Source: Title I Amount: \$1000	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Grade level teachers will meet monthly with the Mathematics Coach to discuss mathematics curriculum and teaching methods.	Teachers Administrators	Study Group Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Mathematics Workshop</i>	Source: Title I Amount: \$2,000	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The mathematics coach will conduct at least 2, 1/2 day, mathematics workshops focusing on mathematics instruction and best practices. One will occur in the Fall and one will occur in the Spring.	Teachers Administrators	Presentation/Workshop

U. Focused Student Group: Inclusion Strategy for Special Education Students

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Modeling of Leveled Literacy Groups</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Teachers will observe other classrooms and their Literacy Groups to develop their own Leveled Literacy Groups.	Teachers Administrators	Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Collaboration Time</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Special Education teachers and general education teachers will collaborate in an effort to create differentiated instructional units.	Teachers	Study Group Peer Coaching

U. Focused Student Group: Safe Harbor (Key 4): Students who DNP or marginally passed ISTEP+ Math and English

Professional Development Activity	Funding	Activity Purpose
<i>Improving ISTEP+ Scores Workshop</i>	Source: Title I Amount: \$3000	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will learn ISTEP+ test taking strategies and information pertaining to ISTEP+ including scoring procedures.	Teachers Administrators	Presentation/Workshop

W. Timely Additional Assistance: Response to Intervention (GEI)

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: More Effective Home/School Communication

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

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

Concern: Students are not reading enough

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Exceptional Learners - Gifted
- I. Focused Academic Area: Balanced Literacy
- A. Parent Involvement: Title 1 Family Nights

Concern: Adopting mathematics textbooks that are standards based

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Mastery of Standard Computation
- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Adopting mathematics textbooks that are standards based
- P. Teacher Mentoring Program: Mathematics Coach

Concern: Need for increased parent involvement

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- A. Parent Involvement: Title 1 Family Nights

Required Areas of Concern

A. Parent Involvement (Title I, NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

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

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Special Education -- % passing ISTEP+ E/LA (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum
- F. Encourage Rigorous Curriculum: Adopting mathematics textbooks that are standards based
- P. Teacher Mentoring Program: Mathematics Coach

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- I. Focused Academic Area: Balanced Literacy
- I. Focused Academic Area: Math Problem-Solving
- P. Teacher Mentoring Program: Mathematics Coach

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

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 -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Kindergarten Round-Up

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Special Education -- % passing ISTEP+ E/LA (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- O. Extended Learning Activities

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- P. Teacher Mentoring Program
- P. Teacher Mentoring Program: Mathematics Coach

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

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

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

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 -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting: Back to School Night

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: After-School Tutoring program for Special Education students
- U. Focused Student Group: Safe Harbor (Key 4): Students who DNP or marginally passed ISTEP+ Math and English
- U. Focused Student Group: Inclusion Strategy for Special Education Students

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- All Students taking ISTEP -- % passing the ISTEP Math (AYP)

Strategies to Impact This Concern:

- V. Peer Review for SIP

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Mastery of Standard Computation
- All Students taking ISTEP -- % passing the ISTEP Math (AYP)
- Free and Reduced Lunch Students -- % passing ISTEP+ Math (AYP)
- Special Education -- % passing ISTEP+ E/LA (AYP)
- Special Education -- % passing ISTEP+ Math (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Response to Intervention (GEI)

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 Superintendent's Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	<p>Acuity: An all-in-one assessment system for improving student achievement, acuity provides classroom based interim and formative assessments designed to inform teaching and improve student learning. Dibbles: Dynamic indicators of basic early literacy skills, and used to enter student performance results and grade reports. Successmaker: Delivers standards-based lessons one-on-one to at risk and gifted children, students with special needs and ELL learners. mClass Math: Quickly and accurately tells teachers k-2 what students know, how they know it, and what they can do about it. It offers an all-in-one researched based solution which includes: efficient screening measures of skill proficiency, diagnostic interviews for probing the students mathematical thinking, and progress monitoring tools. mClass Reading: It combines three formative early reading assessments: Reading Records with miscue analysis, Accuracy/Fluency, and Comprehension. Teachers can quickly set up assessments using preloaded class lists and leveled readers downloaded from the mClass: Reading Online Literacy Library. Waterford: Supports our core program with explicit, individualized instruction that is aligned to current state and national standards. It offers reliable assessments to help us test achievement and provide detailed, prescriptive information for planning remediation.</p>	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	<p>115 STAT. 1440 "SEC. 1001. STATEMENT OF PURPOSE. "(6) Improving and strengthening accountability, teaching and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged; Educational strategies implemented if strategy could be waived and benefits of those strategies: -Provide individualized instruction based on current levels of student performance. -Increased instructional time that is focused on standards without the time constraints placed on us by the standardized test. -The standards designated by the state limit the success capacity of all students. -Design a curriculum that encompasses a variety of skills and promotes the success of all students without the limits that standards and standardized tests place on schools. Describe the evaluation process that would be used to measure the success of these strategies: -The school corporation utilizes various assessments that are useful to students, parents, and teachers, which measure growth based on academic standards in addition to basic skills that are required for learning; these tests will measure the students at their current level of performance and measure growth throughout the year as opposed to a standardized level once per year.</p>	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We do not consolidate funding for programs but we do coordinate programs.	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Early Childhood Transition

Jan 4, 2010: Collect parent feedback forms on Kindergarten transition

Person: Kindergarten Staff

Activity: Collect First Semester Follow-up Data

Mar 1, 2010: Set date for Kindergarten round-up

Person: Ross Martin/Kindergarten Teachers

Activity: Kindergarten Round-up

Mar 8, 2010: Compile and mail letters to local preschools, daycares, and doctor's offices

Person: Becky Boone

Activity: Kindergarten Round-up

Mar 10, 2010: Plan activity, screening schedule, and volunteers

Person: Ross Martin/Kindergarten Teachers

Activity: Kindergarten Round-up

Mar 15, 2010: Prepare packet of expectations, immunization record forms, and handwriting samples

Person: Becky Boone

Activity: Kindergarten Round-up

Apr 1, 2010: Contact local newspaper to do a preview on Round-up, listing all services and benefits for parents

Person: Administration

Activity: Kindergarten Round-up Communication

Apr 1, 2010: Assign adults to screening stations

Person: Ross Martin/Samantha Phegley

Activity: Pre-Kindergarten Screening

Encourage Rigorous Curriculum

Aug 31, 2009: Notify committee members of meeting with math textbook adoption committee

Person: Samantha Phegley

Activity: Meet with Mathematics textbook Adoption Committee/Task Force

Aug 31, 2009: Plan first math textbook adoption committee meeting

Person: Samantha Phegley

Activity: Meet with Mathematics textbook Adoption Committee/Task Force

Sep 4, 2009: Investigate mathematics teaching workshops/PD opportunities related to textbook adoptions and best practices

Person: Ross Martin/Samantha Phegley, Math textbook adoption committee

Activity: Attend mathematics teaching workshops/PD opportunities

Sep 11, 2009: Set up workshop/PD for math adoption committee

Person: Ross Martin/Samantha Phegley

Activity: Attend mathematics teaching workshops/PD opportunities

Oct 30, 2009: Attend mathematics workshop/PD

Person: Ross Martin/Samantha Phegley/ Math textbook adoption committee

Activity: Attend mathematics teaching workshops/PD opportunities

- Oct 30, 2009:** Notify committee members of meeting with math textbook adoption committee
Person: Samantha Phegley
Activity: Visit neighboring "similar" school using a successful math series
- Oct 30, 2009:** Set up visit with school
Person: Samantha Phegley
Activity: Visit neighboring "similar" school using a successful math series
- Nov 13, 2009:** Visit school
Person: Samantha Phegley and Committee
Activity: Visit neighboring "similar" school using a successful math series
- Nov 16, 2009:** Hold meeting to reflect and discuss the visit
Person: Samantha Phegley and committee
Activity: Visit neighboring "similar" school using a successful math series
- Nov 16, 2009:** Organize a reflection meeting about visit with committee members
Person: Samantha Phegley
Activity: Visit neighboring "similar" school using a successful math series
- Dec 1, 2009:** Notify committee members of meeting with math textbook adoption fair
Person: Samantha Phegley
Activity: Attend Mathematics Textbook Adoption Fair
- Dec 7, 2009:** Notify committee members attending visit
Person: Samantha Phegley
Activity: Visit neighboring "similar" school using a successful math series
- Dec 7, 2009:** Set up visit with school
Person: Samantha Phegley
Activity: Visit neighboring "similar" school using a successful math series
- Dec 10, 2009:** Visit School
Person: Samantha Phegley and committee
Activity: Visit neighboring "similar" school using a successful math series
- Dec 17, 2009:** Hold meeting to reflect and discuss the visit
Person: Samantha Phegley and committee
Activity: Visit neighboring "similar" school using a successful math series
- Dec 17, 2009:** Organize a reflection meeting about visit with committee members
Person: Samantha Phegley
Activity: Visit neighboring "similar" school using a successful math series
- Dec 30, 2009:** Attend math textbook adoption fair
Person: Samantha Phegley and Committee
Activity: Attend Mathematics Textbook Adoption Fair
- Apr 30, 2010:** Organize a math textbook adoption final meeting to discuss textbook to be selected
Person: Samantha Phegley and Committee
Activity: Attend Mathematics Textbook Adoption Fair

Extended Learning Activities

- Aug 28, 2009:** Phone calls to parents of potential tutoring students
Person: Terri Roberts
Activity: Recruit tutoring students

- Aug 28, 2009:** Complete SES Provider contracts
Person: Terri Roberts
Activity: Supplemental Educational Services
- Aug 28, 2009:** Host SES Fair during Open House
Person: Ross Martin, Samantha Phegley, Terri Roberts and Karyn Bogdan
Activity: Supplemental Educational Services
- Aug 28, 2009:** Hire tutors
Person: Terri Roberts
Activity: Title 1 Tutoring
- Aug 28, 2009:** Provide recommended tutor names to SES providers and Superintendent
Person: Terri Roberts
Activity: Title 1 Tutoring
- Aug 28, 2009:** Send teacher recommendation lists
Person: Terri Roberts
Activity: Title 1 Tutoring
- Aug 28, 2009:** Training for tutors
Person: Terri Roberts
Activity: Training for tutors
- Sep 1, 2009:** Facilitate implementation of SES
Person: Ross Martin, Samantha Phegley, Terri Roberts
Activity: Supplemental Educational Services
- Nov 27, 2009:** Develop planned exit activities
Person: Terri Roberts
Activity: Exit Activities
- Dec 18, 2009:** Collect list of student names, attendance, grade, progress
Person: Terri Roberts
Activity: Gather participation in extended learning activities
- Mar 5, 2010:** Collect list of student names, attendance, grade, progress
Person: Terri Roberts
Activity: Gather participation in extended learning activities
- May 14, 2010:** Administer exit activities
Person: Terri Roberts
Activity: Exit Activities

Focused Academic Area

- May 29, 2009:** Schedule Kay Davidson for Simple Six Training
Person: Ross Martin
Activity: Improve/Increase teacher knowledge in Simple Six
- May 29, 2009:** Simple Six Training
Person: Grade level teachers
Activity: Improve/Increase teacher knowledge in Simple Six
- Aug 17, 2009:** Math strategy team available to mentor staff.
Person: Math Strategy Team
Activity: Training in problem solving expectations and strategies.
- Aug 17, 2009:** Share state standards and expectations with staff.
Person: Ross Martin/Samantha Phegley
Activity: Training in problem solving expectations and strategies.

- Aug 24, 2009:** Teachers will implement Accelerated Reader regularly in their classroom.
Person: Kindergarten through fifth grade teachers
Activity: Accelerated Reader
- Aug 24, 2009:** Teachers will incorporate "Read Aloud" time into the Self-Selected reading block.
Person: Classroom teachers
Activity: School-wide Self-Selected Reading/Accelerated Reader
- Aug 26, 2009:** 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 Simple Six.
Person: Third through sixth grade classroom teachers
Activity: Simple Six
- Aug 27, 2009:** 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
- Aug 27, 2009:** 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 31, 2009:** 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
- Sep 1, 2009:** Teachers will assess student vocabulary development, comprehension skills, and responses to literature through use of student journals.
Person: Classroom teachers
Activity: Student Journals
- Sep 1, 2009:** Teachers will use student journals in all content areas.
Person: Classroom teachers
Activity: Student Journals
- Sep 4, 2009:** Find out common mathematical terms used in state standards.
Person: Math Strategy Team
Activity: Developing Common Mathematical Language
- Sep 8, 2009:** Observation of Accelerated Reader implementation.
Person: Building Administrators
Activity: Accelerated Reader
- Sep 30, 2009:** Teachers will administer baseline writing prompt.
Person: Kindergarten through second grade classroom teachers
Activity: Simple Six
- Oct 2, 2009:** Make lists of common language
Person: Math Strategy Team
Activity: Developing Common Mathematical Language
- Oct 7, 2009:** Collaboration to discuss conferencing skills with other teachers.
Person: Classroom teachers
Activity: Improve/Increase teacher knowledge in Simple Six
- Oct 7, 2009:** Collaboration to discuss utilization and assessment of student journals.
Person: Classroom teachers
Activity: Improve/Increase teacher knowledge in Simple Six

- Oct 16, 2009:** Classroom teachers will turn in classroom progress reports.
Person: Kindergarten through fifth grade teachers
Activity: Accelerated Reader
- Oct 30, 2009:** Create problem solving activities
Person: Math Strategy Team
Activity: Provide classroom teachers samples of problem solving activities.
- Oct 30, 2009:** Share problem solving activities with staff
Person: David Redman
Activity: Provide classroom teachers samples of problem solving activities.
- Nov 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
- Dec 18, 2009:** Create Posters with common mathematical terms.
Person: Math Strategy Team
Activity: Developing Common Mathematical Language
- Jan 5, 2010:** Teachers will assess student vocabulary development, comprehension skills, and responses to literature through use of student journals.
Person: Classroom teachers
Activity: Student Journals
- Mar 9, 2010:** Teachers will assess student vocabulary development, comprehension skills, and responses to literature through use of student journals.
Person: Classroom teachers
Activity: Student Journals

Focused Student Group

- Jun 1, 2009:** Schedule workshop with Quest Education System
Person: Ross Martin and Samantha Phegley
Activity: Improving ISTEP+ Scores Workshop
- Jun 15, 2009:** Inform teachers of summer workshop
Person: Ross Martin and Samantha Phegley
Activity: Improving ISTEP+ Scores Workshop
- Aug 15, 2009:** Hold workshop for Improving ISTEP+ Scores
Person: Ross Martin, Samantha Phegley
Activity: Improving ISTEP+ Scores Workshop
- Aug 17, 2009:** Scheduling
Person: Ross Martin/Samantha Phegley/Karyn Bogdan/Christi Hulsman
Activity: Early Intervention Activities Using Reading Recovery
- Aug 17, 2009:** Grade Level Schedules for Literacy Groups
Person: Ross Martin/Samantha Phegley/Grade Level Teachers
Activity: Leveled Literacy Groups in Grades K-2
- Aug 17, 2009:** Implement Read 180 Program
Person: Jennifer Mattern
Activity: Read 180 Reading Intervention for Grades 3-5
- Aug 17, 2009:** Schedule Read 180
Person: Ross Martin/Jennifer Mattern
Activity: Read 180 Reading Intervention for Grades 3-5

Sep 8, 2009: Observe Classes

Person: Ross Martin/Samantha Phegley

Activity: Classroom Observation of Inclusion Strategies

Sep 15, 2009: K-2nd grade teachers will model Leveled Literacy groups for other teachers to observe.

Person: Grade-level teachers

Activity: Teacher Modeling of Leveled Literacy Groups

Oct 7, 2009: General education teachers and special education teachers will use collaboration time to plan differentiated instruction accommodations

Person: Samantha Phegley

Activity: Collaboration Time

Nov 10, 2009: Observe Classes

Person: Ross Martin/Samantha Phegley

Activity: Classroom Observation of Inclusion Strategies

Dec 2, 2009: General education teachers and special education teachers will use collaboration time to plan differentiated instruction and accommodations

Person: Samantha Phegley

Activity: Collaboration Time

Jan 12, 2010: Observe Classes

Person: Ross Martin/Samantha Phegley

Activity: Classroom Observation of Inclusion Strategies

Feb 3, 2010: General education teachers and special education teachers will use collaboration time to plan differentiated instruction and accommodations

Person: Samantha Phegley

Activity: Collaboration Time

Mar 16, 2010: Observe Classes

Person: Ross Martin/Samantha Phegley

Activity: Classroom Observation of Inclusion Strategies

Apr 7, 2010: General education teachers and special education teachers will use collaboration time to plan differentiated instruction and accommodations

Person: Samantha Phegley

Activity: Collaboration Time

May 18, 2010: Observe Classes

Person: Ross Martin/Samantha Phegley

Activity: Classroom Observation of Inclusion Strategies

Parent Involvement

May 4, 2009: Informational Meeting with Teachers

Person: Ross Martin

Activity: Parent Involvement Volunteer Fair

Aug 10, 2009: Tech training for parents during registration

Person: Brian Irwin

Activity: Harmony technical training for parents

Aug 10, 2009: Work at volunteer fair booth during registration

Person: Grade-Level Teachers

Activity: Parent Involvement Volunteer Fair

Aug 14, 2009: Design and organize volunteer sign-up booths

Person: Karyn Bogdan

Activity: Parent Involvement Volunteer Fair

Sep 1, 2009: Technical training for parents at PTO meeting.
Person: Brian Irwin
Activity: Harmony technical training for parents

Sep 1, 2009: Design instruction for Parent Involvement
Person: Karyn Bogdan and Terri Roberts
Activity: Title I Family Nights

Sep 23, 2009: Announcement, Flyer, Newsletter
Person: 4th grade teachers and Ross Martin
Activity: Pioneer Day

Sep 23, 2009: Plan pioneer day
Person: 4th grade teachers
Activity: Pioneer Day

Sep 23, 2009: Recruit parent volunteers
Person: 4th grade teachers
Activity: Pioneer Day

Oct 10, 2009: Announcement, Flyer, Newsletter
Person: Ross Martin
Activity: Breakfast at SES

Oct 10, 2009: Purchase Food/Drink
Person: Ross Martin
Activity: Breakfast at SES

Oct 13, 2009: Set up tables in gym
Person: Ross Martin
Activity: Breakfast at SES

Oct 13, 2009: Organize Book Fair
Person: Library Aide
Activity: Scholastic Book Fair

Nov 7, 2009: Announcement, Flyer, Newsletter
Person: Ross Martin
Activity: Veterans' Day Program

Nov 11, 2009: Plan Veterans' Day Program
Person: Ross Martin and Ruth Heape
Activity: Veterans' Day Program

Nov 27, 2009: Announcement, Flyer, Newsletter
Person: Ross Martin
Activity: Santa's Warehouse

Nov 30, 2009: Plan and organize Santa's Warehouse
Person: Ross Martin/PTO
Activity: Santa's Warehouse

Nov 30, 2009: Plan Santa's Warehouse
Person: Ross Martin/PTO
Activity: Santa's Warehouse

Dec 12, 2009: Announcement, Flyer, Newsletter
Person: Ross Martin
Activity: Christmas Program

Dec 12, 2009: Plan Christmas Program
Person: Nancy Nichols
Activity: Christmas Program

Feb 12, 2010: Announcement, Flyer, Newsletter
Person: Ross Martin
Activity: Talen Show

Feb 19, 2010: Plan talent show
Person: Nancy Nichols
Activity: Talen Show

Feb 26, 2010: Announcement, Flyer, Newsletter
Person: Ross Martin
Activity: Annual Art Show

Feb 26, 2010: Announcement, Flyer, Newsletter
Person: Ross Martin
Activity: Breakfast at SES

Feb 26, 2010: Purchase Food/Drink
Person: Ross Martin
Activity: Breakfast at SES

Mar 1, 2010: Plan art show
Person: Sharon Hayward
Activity: Annual Art Show

Mar 2, 2010: Set up tables in gym
Person: Ross Martin
Activity: Breakfast at SES

Mar 2, 2010: Set up Book Fair
Person: Library Aide
Activity: Scholastic Book Fair

Mar 2, 2010: Design instruction for Parent Involvement
Person: Karyn Bogdan and Terri Roberts
Activity: Title I Family Nights

Apr 30, 2010: Announcement, Flyer, Newsletter
Person: Ross Martin
Activity: Spring Choral Program

May 4, 2010: Plan Spring Choral Program
Person: Nancy Nichols
Activity: Spring Choral Program

May 21, 2010: Announcement, Flyer, Newsletter
Person: Ross Martin
Activity: Field Day

May 21, 2010: Plan/Organize Field Day Events
Person: Ross Martin, Samantha Phegley, and Grade Level Teachers
Activity: Field Day

Teacher Mentoring Program

- May 8, 2009:** Ask PTO to purchase Education World gift certificates
Person: Ross Martin
Activity: New and New-to-the building Teacher Welcome Packet
- Aug 3, 2009:** Designate area where teachers contribute extra classroom materials.
Person: Ross Martin or Samantha Phegley
Activity: Extra classroom materials
- Aug 3, 2009:** Develop informational brochure that instructs and encourages staff to locate and use extra classroom materials
Person: Ross Martin or Samanth Phegley
Activity: Extra classroom materials
- Aug 3, 2009:** List staff members, including grade level, specific subject area, or title.
Person: Ross Martin or Samantha Phegley
Activity: Staff roster
- Aug 10, 2009:** Create welcome packet that contains school information, procedures, expectations, programs, schedules, staff roster, professional book, and gift certificate
Person: Ross Martin, Samantha Phegley, and Beth Reed
Activity: New and New-to-the building Teacher Welcome Packet
- Aug 10, 2009:** Place in "Welcome Packet"
Person: Ross Martin or Samanth Phegley
Activity: Staff roster
- Aug 17, 2009:** Introduce Mathematics Coach to staff
Person: Samantha Phegley
Activity: Math Coach Introduction/Information
- Aug 17, 2009:** Present grade levels with schedule of monthly Mathematics meetings with Coach
Person: Samantha Phegley
Activity: Math Coach Introduction/Information
- Aug 17, 2009:** Assign established staff with new or new to the building teacher.
Person: Ross Martin or Samantha Phegley
Activity: Mentoring Buddies
- Aug 17, 2009:** Distribute to all staff members.
Person: Ross Martin or Samantha Phegley
Activity: Staff roster
- Aug 19, 2009:** Reminder that encourages staff to participate and use extra classroom materials.
Person: Ross Martin or Samantha Phegley
Activity: Extra classroom materials
- Aug 20, 2009:** Schedule time for staff to investigate and learn about the designated area for extra materials.
Person: Ross Martin or Samantha Phegley
Activity: Extra classroom materials
- Aug 24, 2009:** Establish a committe of mentors
Person: Ross Martin or Samantha Phegley
Activity: Mentoring Buddy Surveys
- Aug 24, 2009:** Provide instructional information about peer observations throughout the school year..
Person: Ross Martin or Samantha Phegley
Activity: Peer Observation
- Aug 30, 2009:** Grade level teachers meet with Mathematics Coach during common planning time to discuss Mathematics curriculum
Person: Math Coach

Activity: Monthly Grade Level Mathematics Meetings

Aug 31, 2009: Create a Voluntary Mentoring Buddy Program for established staff.

Person: Ross Martin or Samantha Phegley

Activity: Mentoring Buddies

Aug 31, 2009: Develop survey for new teacher or new to the building and established staff to determine utilization and success of the program.

Person: Committee of mentors

Activity: Mentoring Buddy Surveys

Sep 16, 2009: Reminder that encourages staff to participate and use extra classroom materials.

Person: Ross Martin or Samantha Phegley

Activity: Extra classroom materials

Oct 7, 2009: Staff will share mentoring experiences through staff collaboration time

Person: Ross Martin and Samantha Phegley

Activity: Collaboration time for Mentoring Buddies

Oct 7, 2009: Provide opportunity for staff to visit classes outside the school district.

Person: Ross Martin or Samantha Phegley

Activity: Peer Observation

Oct 7, 2009: Schedule substitutes or provide coverage for any teacher practicing in peer observations.

Person: Ross Martin or Samantha Phegley

Activity: Peer Observation

Oct 19, 2009: Provide release time for staff collaboration to share mentoring experiences.

Person: Ross Martin or Samantha Phegley

Activity: Mentoring Buddies

Oct 21, 2009: Reminder that encourages staff to participate and use extra classroom materials.

Person: Ross Martin or Samantha Phegley

Activity: Extra classroom materials

Oct 21, 2009: Collect surveys to determine the number of staff participating in mentoring.

Person: Committee of mentors

Activity: Mentoring Buddy Surveys

Oct 30, 2009: Develop a mathematics workshop for grade level teachers regarding instruction and methods

Person: Math Coach

Activity: Mathematics Workshop

Nov 18, 2009: Reminder that encourages staff to participate and use extra classroom materials.

Person: Ross Martin or Samantha Phegley

Activity: Extra classroom materials

Nov 19, 2009: Provide release time for staff collaboration to share mentoring experiences.

Person: Ross Martin or Samantha Phegley

Activity: Mentoring Buddies

Nov 21, 2009: Collect surveys to determine the number of staff participating in mentoring.

Person: Committee of mentors

Activity: Mentoring Buddy Surveys

Nov 30, 2009: Conduct 1/2 day workshop in grades 3-5

Person: Math Coach

Activity: Mathematics Workshop

Nov 30, 2009: Conduct 1/2 day workshop in grades K-2 -- Math Coach

Person: Math Coach

Activity: Mathematics Workshop

- Nov 30, 2009:** Hire subs for 1/2 day workshops
Person: Samantha Phegley
Activity: Mathematics Workshop
- Dec 3, 2009:** Staff will share mentoring experiences through staff collaboration time
Person: Ross Martin and Samantha Phegley
Activity: Collaboration time for Mentoring Buddies
- Dec 9, 2009:** Provide opportunity for staff to visit classes outside the school district.
Person: Ross Martin or Samantha Phegley
Activity: Peer Observation
- Dec 9, 2009:** Schedule substitutes or provide coverage for any teacher practicing in peer observations.
Person: Ross Martin or Samantha Phegley
Activity: Peer Observation
- Dec 16, 2009:** Reminder that encourages staff to participate and use extra classroom materials.
Person: Ross Martin or Samantha Phegley
Activity: Extra classroom materials
- Dec 19, 2009:** Provide release time for staff collaboration to share mentoring experiences.
Person: Ross Martin or Samantha Phegley
Activity: Mentoring Buddies
- Dec 21, 2009:** Collect surveys to determine the number of staff participating in mentoring.
Person: Committee of mentors
Activity: Mentoring Buddy Surveys
- Jan 19, 2010:** Provide release time for staff collaboration to share mentoring experiences.
Person: Ross Martin or Samantha Phegley
Activity: Mentoring Buddies
- Jan 20, 2010:** Reminder that encourages staff to participate and use extra classroom materials.
Person: Ross Martin or Samantha Phegley
Activity: Extra classroom materials
- Jan 21, 2010:** Collect surveys to determine the number of staff participating in mentoring.
Person: Committee of mentors
Activity: Mentoring Buddy Surveys
- Feb 3, 2010:** Staff will share mentoring experiences through staff collaboration time
Person: Ross Martin and Samantha Phegley
Activity: Collaboration time for Mentoring Buddies
- Feb 10, 2010:** Provide opportunity for staff to visit classes outside the school district.
Person: Ross Martin or Samantha Phegley
Activity: Peer Observation
- Feb 10, 2010:** Schedule substitutes or provide coverage for any teacher practicing in peer observations.
Person: Ross Martin or Samantha Phegley
Activity: Peer Observation
- Feb 17, 2010:** Reminder that encourages staff to participate and use extra classroom materials.
Person: Ross Martin or Samantha Phegley
Activity: Extra classroom materials
- Feb 19, 2010:** Provide release time for staff collaboration to share mentoring experiences.
Person: Ross Martin or Samantha Phegley
Activity: Mentoring Buddies

- Feb 21, 2010:** Collect surveys to determine the number of staff participating in mentoring.
Person: Committee of mentors
Activity: Mentoring Buddy Surveys
- Feb 28, 2010:** Develop a mathematics workshop for grade level teachers regarding mathematics instruction and methods
Person: Math Coach
Activity: Mathematics Workshop
- Mar 17, 2010:** Reminder that encourages staff to participate and use extra classroom materials.
Person: Ross Martin or Samantha Phegley
Activity: Extra classroom materials
- Mar 19, 2010:** Provide release time for staff collaboration to share mentoring experiences.
Person: Ross Martin or Samantha Phegley
Activity: Mentoring Buddies
- Mar 21, 2010:** Collect surveys to determine the number of staff participating in mentoring.
Person: Committee of mentors
Activity: Mentoring Buddy Surveys
- Mar 30, 2010:** Conduct 1/2 day workshop in grades 3-5
Person: Math Coach
Activity: Mathematics Workshop
- Mar 30, 2010:** Conduct 1/2 day workshop in grades K-2
Person: Math Coach
Activity: Mathematics Workshop
- Mar 30, 2010:** Hire subs for 1/2 day workshops
Person: Samantha Phegley
Activity: Mathematics Workshop
- Apr 7, 2010:** Staff will share mentoring experiences through staff collaboration time
Person: Ross Martin and Samantha Phegley
Activity: Collaboration time for Mentoring Buddies
- Apr 14, 2010:** Provide opportunity for staff to visit classes outside the school district.
Person: Ross Martin or Samantha Phegley
Activity: Peer Observation
- Apr 14, 2010:** Schedule substitutes or provide coverage for any teacher practicing in peer observations.
Person: Ross Martin or Samantha Phegley
Activity: Peer Observation
- Apr 19, 2010:** Provide release time for staff collaboration to share mentoring experiences.
Person: Ross Martin or Samantha Phegley
Activity: Mentoring Buddies
- Apr 21, 2010:** Collect surveys to determine the number of staff participating in mentoring.
Person: Committee of mentors
Activity: Mentoring Buddy Surveys
- May 19, 2010:** Provide release time for staff collaboration to share mentoring experiences.
Person: Ross Martin or Samantha Phegley
Activity: Mentoring Buddies
- May 21, 2010:** Collect surveys to determine the number of staff participating in mentoring.
Person: Committee of mentors
Activity: Mentoring Buddy Surveys

Timely Additional Assistance

Jul 29, 2009: Define and structure Student Assistance Rooms

Person: Ross Martin and Samantha Phegley

Activity: Design the RTI Process and Procedure

Jul 29, 2009: Determine a system for placing students in Student Assistance Rooms, times, and length of time

Person: Ross Martin/Samantha Phegley/Special Education Teachers, Grade Level Teachers

Activity: Design the RTI Process and Procedure

Jul 29, 2009: Develop a list of interventions and the Teams to which they belong

Person: Ross Martin, Samantha Phegley, Special Education Teachers, Grade Level Teachers

Activity: Design the RTI Process and Procedure

Jul 29, 2009: Organize procedure for RTI

Person: Ross Martin and Samantha Phegley

Activity: Design the RTI Process and Procedure

Jul 29, 2009: Schedule times for Special Education Teachers and Paraprofessionals to be available in Student Assistance Rooms

Person: Ross Martin and Samantha Phegley

Activity: Design the RTI Process and Procedure

Jul 29, 2009: Talk with schools implementing RTI

Person: Ross Martin and Samantha Phegley

Activity: Design the RTI Process and Procedure

Aug 17, 2009: Begin RTI

Person: Ross Martin, Samantha Phegley, Special Education Teachers, Grade Level Teachers

Activity: Implement RTI

Aug 17, 2009: Hold faculty meeting regarding RTI process and procedure

Person: Ross Martin and Samantha Phegley

Activity: Informational meeting about the RTI process

Aug 21, 2009: Notify grade levels of meetings regarding the RTI process.

Person: Samantha

Activity: Explanation of the RTI process to teachers

Nov 1, 2009: Create survey to evaluate RTI process

Person: Ross Martin and Samantha Phegley

Activity: Evaluate RTI process and procedure

Nov 8, 2009: Distribute RTI surveys

Person: Ross Martin and Samantha Phegley

Activity: Evaluate RTI process and procedure

Dec 18, 2009: Discuss survey data

Person: Ross Martin and Samantha Phegley and faculty

Activity: Evaluate RTI process and procedure

Apr 30, 2010: Distribute RTI surveys.

Person: Ross Martin and Samantha Phegley

Activity: Evaluate RTI process and procedure

May 15, 2010: Discuss data from RTI surveys

Person: Ross Martin, Samantha Phegley, and faculty

Activity: Evaluate RTI process and procedure

Continuous Improvement Timeline

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