

School Improvement Plan - 2010-2011

Generated on May 21, 2010 at 10:59 AM

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>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 9
- Strategies 11
- Strategy Data 15
- To-Do List 16
- Professional Development Summary 28
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 35
- Force Field Excerpt 40
- Continuous Improvement Timeline 42

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
- Title I - School in Improvement

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Carole Andre - Teacher
- Tammy Brown - Community Representative (Business)
- Heidi Burkhart - Parent/Guardian
- Jamie Faulk - Teacher
- Sarah Hannon - School Counselor
- Brian Kinnett - Community Representative
- Jennifer Lincoln - Teacher
- Ross Martin - Administrator
- Lisa McCammon - Teacher
- Samantha Phegley - Administrator
- Terri Roberts - Administrator
- Paige Shake - Teacher

Strategy Chairs

- Karen Bogdan
- Rush Davis
- Jamie Faulk
- Ross Martin
- Lisa McCammon
- Samantha Phegley
- Terri Roberts
- Susan Smith

Community Council

- Scott and Tammie Brown - 3rd Grade Parent
- Bryan and Heidi Burkhart - 4th Grade Parent/Local Business
- Lisa Chastain - 3rd Grade Parent/PTO
- Brian and Amy Kinnett - 3rd Grade Parent
- Emily Olson - 3rd Grade Student/PTO
- Mary Jo Royer - 3rd Grade Parent/PTO
- Ron Shake - Business/4H Council/2nd Grade Parent
- Cristie Walker - 4th Grade Parent/Local Business Representative

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. 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 in order to achieve at a rigorous level. The third part of the vision statement describes 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:

Many adults highly value education and are positive role models. Many adults demonstrate compassion, flexibility, dedication, trustworthiness, and perseverance. We want our teachers to be enthusiastic about successful and challenging moments in their classrooms. By using a variety of teaching methods, teachers should 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 should provide consistent discipline for every student. Many parents invest time and energy in meeting the daily needs of their child's mental, physical, and spiritual well-being. Many 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 an 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 team building 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 5th 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

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

3rd Grade Students - Mastery of Standard Computation

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	82%	N/A	48%	60		63		66		70		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	76%	75%	74%	78%		81%		84		90		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	60%	65%	61%	70%		72%		75%		80%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	32%	45%	44%	50%		52%		55%		60%		100%

Special Education - % passing ISTEP+ Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	44%	45%	43.4%	50%		53%		56%		60%		100%

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... More Effective Home/School Communication

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

We are concerned that... 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.

We are concerned that... 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.

We are concerned that... 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

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

E. Parent Information Resource Center Website

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

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

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 2010-2011 school year: 3/30 minute sessions prior to PTO meetings. These special nights will be planned by strategy chair, Karyn Bogdan.

Impact Level: High Impact - Outside

Focus: Specific

B. Educator Training for Parent Involvement

Mr. Martin will set up a fall professional development opportunity for staff to help them understand the value of parent involvement and how to communicate with parents. All staff will be required to attend and incorporate the strategies learned from the professional development opportunity.

Impact Level: Low Impact

Focus: General

C. Outreach to Preschool Parent Involvement Programs: Kindergarten Round-Up

Mrs. Smith, Kindergarten Round-Up Strategy chair will be responsible for notifying preschools of Kindergarten Round-Up (Kindergarten registration) in May. Mrs. Smith will provide the preschools with information to share with their parents at the beginning of the year next year regarding the SES Kindergarten curriculum and expectations of students entering Kindergarten specifically for Math and Reading.

Impact Level: Low Impact

Focus: Specific

E. Parent Information Resource Center Website: SES Webpage

Mr. Martin will ensure that the SES webpage and the Parent Resource link is up to date and includes current initiatives and programs being implemented or utilized by the school. Parents will also have access to weblinks pertaining to school improvement goals. There will be information present on this webpage which explains how to navigate Harmony, SES's online system for record keeping, where parents can look up student grades, attendance, behavior reports, health reports, teacher lesson plans, and other information pertaining to their student(s). Parents will also have access to teacher e-mail accounts as well as administrators. There will be a link from the SES Parent Resource Link to Indiana's Parent Information and Resource Center (PIRC) at www.fscp.org. The PIRC website as well as SES's Parent Resource Center Website will be disclosed during the Annual Title I Parent meeting.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Mathematics Curriculum Alignment

Building level principals from the elementary schools, middle schools, and high school will meet to discuss a plan for aligning mathematics curriculum to standards at all grade levels. Bob Trammell, mathematics consultant will be hired to meet with grade level teachers to discuss the alignment process and begin the process with them. The first meetings will occur with grades K-2 on May 6th and May 7th.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Computation

Lisa McCammon will meet with the 1 grade level representative to discuss the effectiveness and implementation of the new mathematics textbook series regarding computation and use it, as well as other math resources, to generate lessons K-5 that promote Math Computation. These lessons will be implemented school-wide consistently and with fidelity to ensure student success throughout the school year. Administrators will do classroom observations of such lessons to ensure that it is being done.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Problem-Solving

Jamie Faulk will meet with 1 representative from each grade level to discuss the effectiveness of the new mathematics series adopted, as well as other math resources and use them to generate monthly problem solving activities that will be implemented school-wide. These activities will be scored according to the ISTEP+ rubric and turned in to administrators for review. These activities will be designed in an extended and constructed response format, where students must explain why or how they computed their answer, and show all relevant work.

Impact Level: High Impact - Inside

Focus: Specific

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.

Impact Level: Low Impact

Focus: General

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.

Impact Level: Low Impact

Focus: General

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. Prior to Kindergarten Round-Up in January, informational letters are mailed to all preschools in the area to inform them of enrollment, Kindergarten expectations and curriculum. Information is also presented in the local newspaper regarding Kindergarten Round-Up and enrollment so that preschools and parents are well informed. Kindergarten teachers and principals will meet with preschool coordinators to discuss the Kindergarten curriculum and expectations of students who will be entering Kindergarten the following year.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

Classroom teachers/Title I staff will provide all parents/guardians in a language that they can understand for ISTEP+, Acuity, and DIBELS assessment reports for enrolled students. This will be presented to parents at Parent Teacher Conferences, Case Conferences, sent home with report cards, or mailed home for each benchmark or assessment period.

Impact Level: Low Impact

Focus: General

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.

Impact Level: Low Impact

Focus: General

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. Beginning in December, students who qualified for SES and signed-up for SES, will begin receiving supports in E/LA and Mathematics two times per week on Tuesday and Thursday for approximately 1 hr and 25 minutes.

Impact Level: High Impact - Outside

Focus: Specific

P. Teacher Mentoring Program: Mathematics Coach

The Mathematics Coach(Rush Davis)hired in 2010 will provide teachers support through observation, modeling, and conferencing with regard to mathematics instruction, lesson planning, and pilot implementation for all K-5 mathematics teachers. The Mathematics Coach will meet, at least monthly, with all K-5 mathematics teachers to discuss the effectiveness of the problem solving activities and computation lessons. The Mathematics Coach will also provide teachers support with incorporating technology into their lessons.

Impact Level: High Impact - Inside

Focus: Specific

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. All parents will be provided a copy of the School-Parent Involvement Policy, which will be placed in student enrollment packets.

Impact Level: Low Impact

Focus: General

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.

Impact Level: Low Impact

Focus: General

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.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

A home school compact meeting Title I School Wide 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.

Impact Level: Low Impact

Focus: General

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.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: After-School Tutoring program for Students who did not pass ISTEP+

Students that did not pass the ISTEP+ 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 and 20 minutes.

Impact Level: Low Impact

Focus: Specific

U. Focused Student Group: Struggling Readers

Mrs. Phegley will record data from DIBELS, TRC, Accelerated Reader, ISTEP+, and Acuity to determine students who are below grade level in reading. Students who are below grade level will be targeted and provided specific interventions, 30 minutes daily, with regard to their area of need. Students will be progress monitored weekly to determine growth.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: 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.

Impact Level: High Impact - Inside

Focus: Specific

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 Carlisle Elementary School steering team to peer review respective SIP's. Carlisle Elementary School also belongs to Southwest School Corporation and made AYP in the 2008-2009 school year. The Peer Review document will be located in our school improvement binder for reference during a DOE monitoring visit.

Impact Level: Low Impact

Focus: General

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

The impact of the strategies will be determined through the analysis of Achievement Data and Force Field Data only.

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Early Childhood Transition

- Mar 1, 2010:** Set up date for Kindergarten Round-Up (enrollment) **Person:** Ross Martin and Kindergarten Teachers
- Mar 12, 2010:** Put together enrollment papers for sending to preschools **Person:** Becky Boone
- Mar 19, 2010:** Contact local newspaper, area preschools, and businesses to advertise Kindergarten Round-Up (enrollment) **Person:** Ross Martin and Becky Boone
- Mar 19, 2010:** Plan screening arrangements (who will test, location for testing, set-up, etc) **Person:** Kindergarten Teachers
- Mar 19, 2010:** Send pre-enrollment papers to area preschools **Person:** Kindergarten teachers
- Mar 20, 2010:** Hire subs for teachers for Kindergarten Round-Up **Person:** Ross Martin
- Apr 2, 2010:** Contact preschools for meeting with kindergarten teachers to discuss curriculum **Person:** 3 kindergarten teachers
- Apr 6, 2010:** Set up facility for enrollment **Person:** Ross Martin and Kindergarten Teachers
- Apr 7, 2010:** Hand out kindergarten curriculum, standards, and expectations during Kindergarten Round-Up **Person:** Kindergarten Teachers
- Apr 7, 2010:** Kindergarten Round-Up (Enrollment-Girls) **Person:** Kindergarten Teachers
- Apr 8, 2010:** Hand out kindergarten curriculum, standards, and expectations during Kindergarten Round-Up **Person:** Kindergarten Teachers
- Apr 8, 2010:** Kindergarten Round-Up (Enrollment-Boys) **Person:** Kindergarten Teachers
- May 3, 2010:** Hire subs for meeting with area preschools **Person:** Ross Martin
- May 7, 2010:** Kindergarten teachers meet with area preschools to discuss preschool curriculum and kindergarten curriculum in order to best prepare students for entering kindergarten **Person:** 3 kindergarten teachers

Educator Training for Parent Involvement

- Aug 4, 2010:** Schedule increasing parent involvement in schools/classroom professional development opportunity **Person:** Ross Martin

Encourage Rigorous Curriculum

- Apr 20, 2010:** Hire subs for workshop with Bob Trammel K-2 teachers **Person:** Ross Martin
- May 6, 2010:** Bob Trammell Mathematics Consultant **Person:** Ross Martin and Samantha Phegley
- May 7, 2010:** Bob Trammell Mathematics Consultant **Person:** Ross Martin and Samantha Phegley
- May 10, 2010:** Kindergarten grade level meetings to align mathematics curriculum **Person:** Ross Martin and Samantha Phegley
- May 11, 2010:** 1st Grade grade level meetings to align mathematics curriculum **Person:** Ross Martin and Samantha Phegley
- May 11, 2010:** Bob Trammell Mathematics Consultant **Person:** Ross Martin and Samantha Phegley
- May 12, 2010:** 2nd grade grade level meetings to align mathematics curriculum **Person:** Ross Martin and Samantha Phegley
- May 12, 2010:** Bob Trammell Mathematics Consultant **Person:** Ross Martin and Samantha Phegley
- May 17, 2010:** Kindergarten grade level meetings to align mathematics curriculum **Person:** Ross Martin and Samantha Phegley
- May 18, 2010:** 1st Grade grade level meetings to align mathematics curriculum **Person:** Ross Martin and Samantha Phegley
- May 19, 2010:** 2nd grade grade level meeting to align mathematics curriculum **Person:** Ross Martin and Samantha Phegley
- May 24, 2010:** Kindergarten grade Level meetings to align mathematics curriculum **Person:** Ross Martin and Samantha Phegley
- May 25, 2010:** 1st Grade grade level meetings to align mathematics curriculum **Person:** Ross Martin and Samantha Phegley
- May 26, 2010:** 2nd grade grade level meeting to align mathematics curriculum **Person:** Ross Martin and Samantha Phegley
- Aug 17, 2010:** Hire subs for workshop with Bob Trammel and 3-5 teachers **Person:** Ross Martin

Extended Learning Activities

Aug 27, 2010: Complete SES provider contracts **Person:** Terri Roberts
Aug 27, 2010: Complete SES provider contracts **Person:** Terri Roberts
Aug 27, 2010: Hire Tutors **Person:** Terri Roberts
Aug 27, 2010: Hire Tutors **Person:** Terri Roberts
Aug 27, 2010: Host SES Fair during Open House **Person:** Ross Martin, Samantha Phegley, Terri Roberts, and Karyn Bogdan
Aug 27, 2010: Host SES Fair during Open House **Person:** Ross Martin, Samantha Phegley, Terri Roberts, and Karyn Bogdan
Aug 27, 2010: Phone calls to parents of potential tutoring students **Person:** Terri Roberts
Aug 27, 2010: Provide recommended tutor names to SES providers and Superintendent **Person:** Terri Roberts
Aug 27, 2010: Provide recommended tutor names to SES providers and Superintendent **Person:** Terri Roberts
Aug 27, 2010: Send teacher recommendation lists **Person:** Terri Roberts
Aug 27, 2010: Send teacher recommendation lists **Person:** Terri Roberts
Aug 27, 2010: Training for tutors **Person:** Terri Roberts
Sep 6, 2010: Facilitate implementation of SES **Person:** Ross Martin, Samantha Phegley, Terri Roberts, and Karyn Bogdan
Sep 6, 2010: Facilitate implementation of SES **Person:** Ross Martin, Samantha Phegley, Terri Roberts, and Karyn Bogdan
Nov 26, 2010: Develop planned exit activities **Person:** Terri Roberts
Nov 26, 2010: Develop planned exit activities **Person:** Terri Roberts
Dec 17, 2010: Collect list of student names, attendance, grades, progress **Person:** Terri Roberts
Dec 17, 2010: Collect list of student names, attendance, grades, progress **Person:** Terri Roberts
Mar 4, 2011: Collect list of student names, attendance, grades, progress **Person:** Terri Roberts
Mar 4, 2011: Collect list of student names, attendance, grades, progress **Person:** Terri Roberts
May 27, 2011: Administer exit activities **Person:** Terri Roberts
May 27, 2011: Administer exit activities **Person:** Terri Roberts

Focused Academic Area

Aug 24, 2010: Jamie Faulk will meet with 1 grade level representative to develop the math problem solving prompts and discuss the scoring progress **Person:** Jamie Faulk
Aug 30, 2010: Lisa McCammon will meet each 9 weeks with grade level teachers during their weekly mathematics curriculum planning to discuss math computation activities, resources, and implementation in the curriculum **Person:** Lisa McCammon
Sep 3, 2010: School-wide mathematics problem solving constructed response prompt **Person:** Jamie
Sep 10, 2010: Administrator observations of computation lessons developed by the task force **Person:** Samantha Phegley and Ross Martin
Sep 10, 2010: Jamie Faulk will meet with 1 grade level representative to discuss scores on math problem solving prompts **Person:** Jamie Faulk
Oct 1, 2010: School-wide mathematics problem solving constructed response prompt **Person:** Jamie Faulk
Oct 8, 2010: Administrator observations of computation lessons developed by the task force **Person:** Samantha Phegley and Ross Martin
Oct 8, 2010: Jamie Faulk will meet with 1 grade level representative to discuss scores on math problem solving prompts **Person:** Jamie Faulk
Oct 15, 2010: Lisa McCammon will meet each 9 weeks with grade level teachers during their weekly mathematics curriculum planning to discuss math computation activities, resources, and implementation in the curriculum **Person:** Lisa McCammon
Nov 5, 2010: School-wide mathematics problem solving constructed response prompt **Person:** Jamie Faulk
Nov 12, 2010: Administrator observations of computation lessons developed by the task force **Person:** Samantha Phegley and Ross Martin
Nov 12, 2010: Jamie Faulk will meet with 1 grade level representative to discuss scores on math problem solving prompts **Person:** Jamie Faulk
Dec 3, 2010: School-wide mathematics problem solving constructed response prompt **Person:** Jamie Faulk
Dec 10, 2010: Administrator observations of computation lessons developed by the task force **Person:** Samantha Phegley and Ross Martin
Dec 10, 2010: Jamie Faulk will meet with 1 grade level representative to discuss scores on math problem solving prompts **Person:** Jamie Faulk
Dec 17, 2010: Lisa McCammon will meet each 9 weeks with grade level teachers during their weekly mathematics curriculum planning to discuss math computation activities, resources, and implementation in the curriculum **Person:** Lisa McCammon
Jan 7, 2011: School-wide mathematics problem solving constructed response prompt **Person:** Jamie Faulk
Jan 14, 2011: Administrator observations of computation lessons developed by the task force **Person:** Samantha Phegley and Ross Martin

Jan 14, 2011: Jamie Faulk will meet with 1 grade level representative to discuss scores on math problem solving prompts
Person: Jamie Faulk

Feb 4, 2011: School-wide mathematics problem solving constructed response prompt **Person:** Jamie Faulk

Feb 11, 2011: Administrator observations of computation lessons developed by the task force **Person:** Samantha Phegley and Ross Martin

Feb 11, 2011: Jamie Faulk will meet with 1 grade level representative to discuss scores on math problem solving prompts
Person: Jamie Faulk

Feb 18, 2011: Lisa McCammon will meet each 9 weeks with grade level teachers during their weekly mathematics curriculum planning to discuss math computation activities, resources, and implementation in the curriculum **Person:** Lisa McCammon

Mar 4, 2011: School-wide mathematics problem solving constructed response prompt **Person:** Jamie Faulk

Mar 11, 2011: Administrator observations of computation lessons developed by the task force **Person:** Samantha Phegley and Ross Martin

Mar 11, 2011: Jamie Faulk will meet with 1 grade level representative to discuss scores on math problem solving prompts
Person: Jamie Faulk

Apr 1, 2011: School-wide mathematics problem solving constructed response prompt **Person:** Jamie Faulk

Apr 8, 2011: Administrator observations of computation lessons developed by the task force **Person:** Samantha Phegley and Ross Martin

Apr 8, 2011: Jamie Faulk will meet with 1 grade level representative to discuss scores on math problem solving prompts
Person: Jamie Faulk

Apr 22, 2011: Lisa McCammon will meet each 9 weeks with grade level teachers during their weekly mathematics curriculum planning to discuss math computation activities, resources, and implementation in the curriculum **Person:** Lisa McCammon

May 6, 2011: School-wide mathematics problem solving constructed response prompt **Person:** Jamie Faulk

May 13, 2011: Administrator observations of computation lessons developed by the task force **Person:** Samantha Phegley and Ross Martin

May 13, 2011: Jamie Faulk will meet with 1 grade level representative to discuss scores on math problem solving prompts
Person: Jamie Faulk

Focused Student Group

Aug 9, 2010: Develop intervention/remediation schedule **Person:** Samantha Phegley

Aug 17, 2010: Develop schedule for ISTEP+ remediation **Person:** Samantha Phegley

Aug 17, 2010: Purchase ISTEP+ coach workbooks for ISTEP+ remediation **Person:** Samantha Phegley

Aug 26, 2010: Burst Reading Workshop Wireless Generation **Person:** Samantha Phegley

Aug 27, 2010: Burst Reading Workshop Wireless Generation **Person:** Samantha Phegley

Aug 30, 2010: Examine ISTEP+ Data for students who require remediation for the 2010-2011 school year **Person:** Samantha Phegley

Aug 30, 2010: Mail letters home to parents of students who will participate in ISTEP+ remediation **Person:** Samantha Phegley

Aug 30, 2010: Meet with 3rd, 4th ,and 5th grade teachers to discuss ISTEP+ results and students who should participate in ISTEP+ remediation **Person:** Samantha Phegley

Aug 30, 2010: Schedule 3rd, 4th, and 5th grade students in ISTEP+ remediation to occur 30 minutes daily **Person:** Samantha Phegley

Sep 13, 2010: Grade level meetings to discuss benchmark and progress monitoring data related to DIBELS/TRC **Person:** Samantha Phegley

Sep 23, 2010: mClass Benchmark data analysis **Person:** Samantha Phegley

Sep 24, 2010: mClass Benchmark data analysis **Person:** Samantha Phegley

Sep 30, 2010: Students are grouped based on benchmark and progress monitoring data **Person:** Samantha Phegley and RTI/grade level team

Oct 25, 2010: Grade level meetings to discuss benchmark and progress monitoring data related to DIBELS/TRC **Person:** Samantha Phegley

Nov 11, 2010: Students are grouped based on benchmark and progress monitoring data **Person:** Samantha Phegley and RTI/grade level team

Dec 6, 2010: Grade level meetings to discuss benchmark and progress monitoring data related to DIBELS/TRC **Person:** Samantha Phegley

Dec 23, 2010: Students are grouped based on benchmark and progress monitoring data **Person:** Samantha Phegley and RTI/grade level team

Jan 17, 2011: Grade level meetings to discuss benchmark and progress monitoring data related to DIBELS/TRC **Person:** Samantha Phegley

Feb 3, 2011: Students are grouped based on benchmark and progress monitoring data **Person:** Samantha Phegley and RTI/grade level team

Feb 28, 2011: Grade level meetings to discuss benchmark and progress monitoring data related to DIBELS/TRC **Person:** Samantha Phegley

Mar 17, 2011: Students are grouped based on benchmark and progress monitoring data **Person:** Samantha Phegley and RTI/grade level team
Apr 11, 2011: Grade level meetings to discuss benchmark and progress monitoring data related to DIBELS/TRC **Person:** Samantha Phegley
Apr 28, 2011: Students are grouped based on benchmark and progress monitoring data **Person:** Samantha Phegley and RTI/grade level team
May 23, 2011: Grade level meetings to discuss benchmark and progress monitoring data related to DIBELS/TRC **Person:** Samantha Phegley

Parent Involvement

Aug 10, 2010: Announcements, Flyer, Newsletter (for August) **Person:**
Aug 10, 2010: Tech Training for parents during registration **Person:** Brian Irwin
Aug 10, 2010: Volunteer Fair Booth during Registration **Person:** Grade Level Teachers
Aug 17, 2010: Design Instruction for Parent Involvement **Person:** Karyn Bogdan/Terri Roberts
Aug 17, 2010: Recruit Parent Volunteers **Person:** Karyn Bogdan
Aug 24, 2010: Send home Family Reading Charts **Person:** Karyn Bogdan
Aug 25, 2010: Announcements, Flyer, Newsletter (for September) **Person:** Ross Martin
Sep 7, 2010: Prepare and present DIBELS regarding developing students' literacy skills, Harmony for homework assistance and home-to school communication to parents and teachers at PTO Meeting **Person:** Karyn Bogdan
Sep 7, 2010: PTO Meeting **Person:** PTO
Sep 7, 2010: Tech Training at PTO Meeting **Person:** Brian Irwin
Sep 21, 2010: Plan Pioneer Days **Person:** 4th Grade Teachers
Sep 22, 2010: Announcements, Flyer, Newsletter (for October) **Person:** Ross Martin
Oct 8, 2010: Organize Book Fair **Person:** Librarian
Oct 12, 2010: Prepare gym for book fair **Person:** Ross Martin
Oct 12, 2010: Purchase food/drinks **Person:** Ross Martin
Oct 14, 2010: Breakfast at SES **Person:** Ross Martin
Oct 27, 2010: Announcements, Flyer, Newsletter (for November) **Person:** Ross Martin
Nov 2, 2010: Prepare and present DIBELS information regarding developing students' literacy skills, Harmony for homework assistance and home-to-school communication to parents and teachers at PTO meeting. **Person:** Karyn Bogdan
Nov 9, 2010: Plan Veteran's Day Program **Person:** Ross Martin/Ruth Heape/Nancy Nichols
Nov 23, 2010: Announcements, Flyer, Newsletter (for December) **Person:** Ross Martin
Nov 23, 2010: Plan Santa's Warehouse **Person:** Ross Martin/ PTO
Dec 7, 2010: Plan Christmas Program **Person:** Nancy Nichol
Dec 22, 2010: Announcements, Flyer, Newsletter (for January) **Person:** Ross Martin
Jan 4, 2011: Prepare and present DIBELS information regarding developing students' literacy skills, Harmony for homework assistance and home-to-school communication to parents and teachers at PTO meeting **Person:** Karyn Bogan
Jan 5, 2011: Design Instruction for Parent Involvement **Person:** Karyn Bogdan/Terri Roberts
Jan 10, 2011: Send home Family Reading Charts **Person:**
Jan 24, 2011: Announcements, Flyer, Newsletter (for February) **Person:** Ross Martin
Feb 11, 2011: Plan Talent Show **Person:** Nancy Nichols
Feb 21, 2011: Purchase Food/Drinks **Person:** Ross Martin
Feb 22, 2011: Announcements, Flyer, Newsletter (for March) **Person:** Ross Martin
Feb 28, 2011: Set up Book Fair **Person:** Librarian
Mar 1, 2011: Book Fair **Person:** Librarian
Mar 1, 2011: Plan Art Show **Person:** Sharon Hayward
Mar 1, 2011: Prepare and present DIBELS information regarding developing students' literacy skills, Harmony for homework assistance and home-to-school communication to parents and teachers at PTO meeting **Person:** Karyn Bogdan
Mar 21, 2011: Announcements, Flyer, Newsletter (for April) **Person:** Ross Martin
Apr 25, 2011: Announcements, Flyer, Newsletter (for May) **Person:** Ross Martin
May 2, 2011: Plan Spring Choral Program **Person:** Nancy Nichols
May 3, 2011: Prepare and present DIBELS information regarding developing students' literacy skills, Harmony for homework assistance and home-to-school comunciation to parents and teachers at PTO meetings **Person:** Karyn Bogdan
May 16, 2011: Plan/Organize Field Day Events **Person:** Ross Martin, Samantha Phegley, Grade Level Teachers

Teacher Mentoring Program

Sep 3, 2010: Rush Davis will meet with mathematics teachers monthly to discuss implementation newly aligned mathematics curriculum, lesson plans, and intergrating technology and the new mathematics series **Person:** Rush Davis

Sep 3, 2010: Rush Davis will observe teacher classrooms during mathematics lessons and provide feedback at monthly meetings **Person:** Rush Davis

Oct 1, 2010: Rush Davis will meet with mathematics teachers monthly to discuss implementation newly aligned mathematics curriculum, lesson plans, and intergrating technology and the new mathematics series **Person:** Rush Davis

Oct 1, 2010: Rush Davis will observe teacher classrooms during mathematics lessons and provide feedback at monthly meetings **Person:** Rush Davis

Oct 4, 2010: Grade level meetings with Mathematics Coach **Person:** Ross Martin and Samantha Phegley

Oct 11, 2010: Rush Davis will model or suggest teachers to model various standards based lessons **Person:** Rush Davis

Nov 1, 2010: Grade level meetings with Mathematics Coach **Person:** Ross Martin and Samantha Phegley

Nov 5, 2010: Rush Davis will meet with mathematics teachers monthly to discuss implementation newly aligned mathematics curriculum, lesson plans, and intergrating technology and the new mathematics series **Person:** Rush Davis

Nov 5, 2010: Rush Davis will observe teacher classrooms during mathematics lessons and provide feedback at monthly meetings **Person:** Rush Davis

Nov 8, 2010: Rush Davis will model or suggest teachers to model various standards based lessons **Person:** Rush Davis

Dec 3, 2010: Rush Davis will meet with mathematics teachers monthly to discuss implementation newly aligned mathematics curriculum, lesson plans, and intergrating technology and the new mathematics series **Person:** Rush Davis

Dec 3, 2010: Rush Davis will observe teacher classrooms during mathematics lessons and provide feedback at monthly meetings **Person:** Rush Davis

Dec 6, 2010: Grade level meetings with Mathematics Coach **Person:** Ross Martin and Samantha Phegley

Dec 13, 2010: Rush Davis will model or suggest teachers to model various standards based lessons **Person:** Rush Davis

Jan 3, 2011: Grade level meetings with Mathematics Coach **Person:** Ross Martin and Samantha Phegley

Jan 7, 2011: Rush Davis will meet with mathematics teachers monthly to discuss implementation newly aligned mathematics curriculum, lesson plans, and intergrating technology and the new mathematics series **Person:** Rush Davis

Jan 7, 2011: Rush Davis will observe teacher classrooms during mathematics lessons and provide feedback at monthly meetings **Person:** Rush Davis

Jan 10, 2011: Rush Davis will model or suggest teachers to model various standards based lessons **Person:** Rush Davis

Feb 4, 2011: Rush Davis will meet with mathematics teachers monthly to discuss implementation newly aligned mathematics curriculum, lesson plans, and intergrating technology and the new mathematics series **Person:** Rush Davis

Feb 4, 2011: Rush Davis will observe teacher classrooms during mathematics lessons and provide feedback at monthly meetings **Person:** Rush Davis

Feb 7, 2011: Grade level meetings with Mathematics Coach **Person:** Ross Martin and Samantha Phegley

Feb 14, 2011: Rush Davis will model or suggest teachers to model various standards based lessons **Person:** Rush Davis

Mar 4, 2011: Rush Davis will meet with mathematics teachers monthly to discuss implementation newly aligned mathematics curriculum, lesson plans, and intergrating technology and the new mathematics series **Person:** Rush Davis

Mar 4, 2011: Rush Davis will observe teacher classrooms during mathematics lessons and provide feedback at monthly meetings **Person:** Rush Davis

Mar 7, 2011: Grade level meetings with Mathematics Coach **Person:** Ross Martin and Samantha Phegley

Mar 14, 2011: Rush Davis will model or suggest teachers to model various standards based lessons **Person:** Rush Davis

Apr 1, 2011: Rush Davis will meet with mathematics teachers monthly to discuss implementation newly aligned mathematics curriculum, lesson plans, and intergrating technology and the new mathematics series **Person:** Rush Davis

Apr 1, 2011: Rush Davis will observe teacher classrooms during mathematics lessons and provide feedback at monthly meetings **Person:** Rush Davis

Apr 4, 2011: Grade level meetings with Mathematics Coach **Person:** Ross Martin and Samantha Phegley

Apr 11, 2011: Rush Davis will model or suggest teachers to model various standards based lessons **Person:** Rush Davis

May 2, 2011: Grade level meetings with Mathematics Coach **Person:** Ross Martin and Samantha Phegley

May 6, 2011: Rush Davis will meet with mathematics teachers monthly to discuss implementation newly aligned mathematics curriculum, lesson plans, and intergrating technology and the new mathematics series **Person:** Rush Davis

May 6, 2011: Rush Davis will observe teacher classrooms during mathematics lessons and provide feedback at monthly meetings **Person:** Rush Davis

May 9, 2011: Rush Davis will model or suggest teachers to model various standards based lessons **Person:** Rush Davis

Professional Development Summary

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.

B. Educator Training for Parent Involvement

Schedule increasing parent involvement in schools/classroom professional development opportunity

Brief Description: Teachers will attend half-day sessions regarding increasing parent involvement in their classrooms during the Summer Retreat scheduled for 8/4/2010

Intended Participants: Teachers, Administrators, Community Members

Date: Aug 4, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? No

F. Encourage Rigorous Curriculum: Mathematics Curriculum Alignment

1st Grade grade level meetings to align mathematics curriculu

Brief Description: 1st grade teachers will meet to develop a curriculum guide using the strategies provided by Bob Trammell. The curriculum guide will include a curriculum that is aligned to state standards, a time-line for covering the standards, resource used for instruction, and common assessments.

Intended Participants: Teachers, Administrators

Dates: May 11, 2010; May 18, 2010; May 25, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

2nd grade grade level meeting to align mathematics curriculum

Brief Description: 2nd grade teachers will meet to develop a curriculum guide using the strategies provided by Bob Trammell. The curriculum guide will include a curriculum that is aligned to state standards, a time-line for covering the standards, resource used for instruction, and common assessments.

Intended Participants: Teachers, Administrators

Date: May 19, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

2nd grade grade level meeting to align mathematics curriculum

Brief Description: 2nd grade teachers will meet to develop a curriculum guide using the strategies provided by Bob Trammell. The curriculum guide will include a curriculum that is aligned to state standards, a time-line for covering the standards, resource used for instruction, and common assessments.

Intended Participants: Teachers, Administrators

Date: May 26, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

2nd grade grade level meetings to align mathematics curriculum

Brief Description: 2nd grade teachers will meet to develop a curriculum guide using the strategies provided by Bob Trammell. The curriculum guide will include a curriculum that is aligned to state standards, a time-line for covering the standards, resource used for instruction, and common assessments.

Intended Participants: Teachers, Administrators

Date: May 12, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? No

3rd grade grade level meeting to align mathematics curriculum

Brief Description: 3rd grade teachers will meet to develop a curriculum guide using the strategies provided by Bob Trammell. The curriculum guide will include a curriculum that is aligned to state standards, a time-line for covering the standards, resource used for instruction, and common assessments.

Intended Participants: Teachers, Administrators

Dates: Aug 30, 2010; Sep 6, 2010; Sep 13, 2010; Sep 20, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

4th grade grade level meetings to align mathematics curriculum

Brief Description: 5th grade teachers will meet to develop a curriculum guide using the strategies provided by Bob Trammell. The curriculum guide will include a curriculum that is aligned to state standards, a time-line for covering the standards, resource used for instruction, and common assessments.

Intended Participants: Teachers, Administrators

Date: Sep 7, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

4th grade grade level meetings to align mathematics curriculum

Brief Description: 4th grade teachers will meet to develop a curriculum guide using the strategies provided by Bob Trammell. The curriculum guide will include a curriculum that is aligned to state standards, a time-line for covering the standards, resource used for instruction, and common assessments.

Intended Participants: Teachers, Administrators

Dates: Aug 31, 2010; Sep 14, 2010; Sep 21, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

5th grade grade level meetings to align mathematics curriculum

Brief Description: 5th grade teachers will meet to develop a curriculum guide using the strategies provided by Bob Trammell. The curriculum guide will include a curriculum that is aligned to state standards, a time-line for covering the standards, resource used for instruction, and common assessments.

Intended Participants: Teachers, Administrators

Dates: Sep 1, 2010; Sep 8, 2010; Sep 15, 2010; Sep 22, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

Bob Trammell Mathematics Consultant

Brief Description: Bob Trammell will meet with one grade level representative from Kindergarten, 1st, and 2nd grades to discuss developing a mathematics curriculum guide, which is aligned to state standards, provides a timeline, resources (text/activities) used for instruction, and common assessments. This will also include the cost for subs for the teachers.

Intended Participants: Teachers, Administrators

Date: May 6, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: Title I

Does this activity occur during the school day? No

Bob Trammell Mathematics Consultant

Brief Description: Bob Trammell will meet with one grade level representative from Kindergarten, 1st, and 2nd grades to discuss developing a mathematics curriculum guide, which is aligned to state standards, provides a timeline, resources (text/activities) used for instruction, and common assessments. This will also include the cost of subs for the teachers.

Intended Participants: Teachers, Administrators

Date: May 7, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: Title I

Does this activity occur during the school day? No

Bob Trammell Mathematics Consultant

Brief Description: Bob Trammell will meet with one grade level representative from Kindergarten, 1st, and 2nd grades to discuss developing a mathematics curriculum guide, which is aligned to state standards, provides a timeline, resources (text/activities) used for instruction, and common assessments. This will also include the cost for subs for the teachers.

Intended Participants: Teachers, Administrators

Date: May 11, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

Bob Trammell Mathematics Consultant

Brief Description: Bob Trammell will meet with one grade level representative from Kindergarten, 1st, and 2nd grades to discuss developing a mathematics curriculum guide, which is aligned to state standards, provides a timeline, resources (text/activities) used for instruction, and common assessments. This will also include the cost for subs for the teachers.

Intended Participants: Teachers, Administrators

Date: May 12, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

Bob Trammell Mathematics Consultant

Brief Description: Bob Trammell will meet with one grade level representative 3rd, 4th, and 5th grades to discuss developing a mathematics curriculum guide, which is aligned to state standards, provides a timeline, resources (text/activities) used for instruction, and common assessments. This also includes the cost for subs for the teachers.

Intended Participants: Teachers, Administrators

Date: Aug 23, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Workshop

Funding: Title I

Does this activity occur during the school day? No

Kindergarten grade level meetings to align mathematics curriculum

Brief Description: Kindergarten teachers will meet to develop a curriculum guide using the strategies provided by Bob Trammell. The curriculum guide will include a curriculum that is aligned to state standards, a time-line for covering the standards, resource used for instruction, and common assessments.

Intended Participants: Teachers, Administrators

Dates: May 10, 2010; May 17, 2010; May 24, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving, Action Research, Other

Funding: Title I

Does this activity occur during the school day? No

I. Focused Academic Area: Math Computation

No professional development is needed for this strategy.

I. Focused Academic Area: Math Problem-Solving

No professional development is needed for this strategy.

L. Early Childhood Transition: Kindergarten Round-Up

O. Extended Learning Activities

Training for tutors

Brief Description: Tutors for SES will be provided with training regarding the service they will provide. This will require stipends to be paid for staying after school.

Intended Participants: Teachers

Date: Aug 27, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation, Study Group

Funding: Title I

Does this activity occur during the school day? No

P. Teacher Mentoring Program: Mathematics Coach

No professional development is needed for this strategy.

U. Focused Student Group: Struggling Readers

Burst Reading Workshop Wireless Generation

Brief Description: Wireless generation consultant(s) will provide information and training with regard to Burst Reading, used to help target students with specific deficits regarding DIBELS/TRC data.

Intended Participants: Teachers, Administrators, Other

Date: Aug 26, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Action Research, Workshop

Funding: Title I

Does this activity occur during the school day? No

Burst Reading Workshop Wireless Generation

Brief Description: Wireless generation consultant(s) will provide information and training with regard to Burst Reading, used to help target students with specific deficits regarding DIBELS/TRC data.

Intended Participants: Teachers, Administrators, Other

Date: Aug 27, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Action Research, Workshop

Funding: Title I

Does this activity occur during the school day? No

mClass Benchmark data analysis

Brief Description: Wireless generation consultant will present information regarding evaluation of benchmark DIBELS/TRC data and use to guide and differentiate instruction in the classroom

Intended Participants: Teachers, Administrators, Other

Date: Sep 23, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: Title I

Does this activity occur during the school day? No

mClass Benchmark data analysis

Brief Description: Wireless generation consultant will present information regarding evaluation of benchmark DIBELS/TRC data and use to guide and differentiate

Intended Participants: Teachers, Administrators

Date: Sep 24, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Action Research, Workshop

Funding: Title I

Does this activity occur during the school day? No

U. Focused Student Group: Students who DNP or marginally passed ISTEP+ Math and English

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... 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:

- B. Educator Training for Parent Involvement
- E. Parent Information Resource Center Website: SES Webpage
- A. Parent Involvement: Title 1 Family Nights
- Q. School-Parent Involvement Policy

We are concerned that... Students are not reading enough

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- A. Parent Involvement: Title 1 Family Nights

We are concerned that... 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: Mathematics Curriculum Alignment
- P. Teacher Mentoring Program: Mathematics Coach

We are concerned that... 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:

- B. Educator Training for Parent Involvement
- E. Parent Information Resource Center Website: SES Webpage
- A. Parent Involvement: Title 1 Family Nights

Required Areas of Concern

A. Parent Involvement (SW)

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

B. Educator Training (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs: Kindergarten Round-Up

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website: SES Webpage

F. Encourage Rigorous Curriculum (PL221, SW)

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

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Computation
- I. Focused Academic Area: Math Problem-Solving

J. Instruction by Highly Qualified Teachers (SW)

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 (SW)

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 (SW)

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 (SW)

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 (In Improvement)

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 (In Improvement)

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 (In Improvement)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Mathematics Coach

Q. School-Parent Involvement Policy (SW)

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 (SW)

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 (SW)

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 (SW)

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 (SW)

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, SW)

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 Students who did not pass ISTEP+
- U. Focused Student Group: Struggling Readers
- U. Focused Student Group: Students who DNP or marginally passed ISTEP+ Math and English

V. Peer Review for SIP (In Improvement)

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

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Superintendent's Office</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<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>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<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. Dibles: 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>
<p>D. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	

E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	After-school tutoring ISTEP+ Remediation
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2009-2010 school year