

# School Improvement Plan - 2010-2011

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## Dayton Elementary School (8017)

Tippecanoe School Corp

Dayton, 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

Dayton 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

- Mike Gabauer - Teacher
- Carol Grady - Teacher
- Barbara Maitland - Administrator
- Joe McMurry - Community Representative (Business)
- Leann Munoz - School Counselor
- Lori Oliver - Parent/Guardian

## Strategy Chairs

- Kris Goodman
- Carol Grady
- Rebecca Kaverman
- Barbara Maitland
- Amy McMurry
- Liz Miller
- Shonda Royal
- Lauri Wainscott

## Community Council

- Mellissa Fliss - Parent
- Carol Galbraith - Community Services
- Eva Garcia - Parent
- Rob Hainje - Law Enforcement/Parent

- Lori Oliver - Local volunteer/Parent
- Jay Rosen - Law Enforcement/Parent
- Nicole Rosen - Local Business/Parent
- LaDonna Snyder - Higher Level Teacher/Parent
- Jill Tucker - Local Business/Parent
- Susan Xioufaridou - Parent
- Carrie Yeoman - Parent

# 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:**

-Respect from students and staff -A licensed teacher -Access to Technology -Self worth -A safe learning environment -An enthusiastic teacher -Chaos free environment -Structure -Predictability -Opportunity to succeed -To learn to their potential -Continuity -To see cultural events -Developmentally appropriate education -Supplies and materials -High expectations -Supportive adults -Accountable adults -A childhood -Recess -Outlined consequences -To have basic needs met -Teachers who believe in them -A teacher advocate -Coordination between home and school -Equality -Engaging learning opportunities -Creative outlets -To dream of a better future and make it a reality -Learn to read -Remediation and enrichment -To master standards -Learn life skills and use them -Learn and apply life skills/study skills -Real life applications -Leadership opportunities -Be taught in their learning style -A happy teacher -A second chance -A highly qualified teacher -To have their opinion valued -Logical, natural consequences -Predictable, sequential consequences -Corporation and school wide discipline policy -Learn and use a work ethic -Privacy -Comfortable environment -Physical activity -To be responsible for themselves -To know what they are responsible for -To feel they are really good at one thing -Feel valued -To have individual needs met -To be challenged -To feel welcome -Feel like they belong and have a role to play -high expectations/individualized learning -all children can learn -children learn at different speeds -children deserve a safe, caring environment -children deserve to master academics -need to learn basic skill to lay foundation -need to learn social skills and be well-rounded -need a supportive adult -deserve structure/discipline -deserve to actively participate in their education -children should be excited about their education

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

-Positive -Life long learners -Willing to participate, help, learn, try -Stable -Law abiding -Support school community -Mature -Caring -Patient -Flexible -Realistic -Support and encourage one another -Be on the team for the child -Interested in the child's welfare -Have a community sense -Firm and predictable -Believe in each student's potential -Model both academic and behavioral expectations -Speak appropriately both in language and in tone -Committed -Prepared -Drug free -No excuses -Expect good behavior on public -Sense of humor -Be prepared -Hopeful -See students as individuals -Teach the whole child -Challenge one another -Show a passion for what they teach -Focus on child not self -Demand respect -Earn respect -All adults should see themselves as teachers -Business community supportive in a monetary way -no excuses -forget the past -be a good role model -lead by example -be open to paradigm shifts

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

-Attentive -Inquisitive -Emotionally healthy -Avid reader -Long term goal oriented -Respectful of others -Strong sense of self / self worth -Self motivating -Confident and willing to participate -Kind -Responsible -High achieving -Punctual -Life skill user -Self starter -Excited -Curiosity -Life long learner -Content -Courageous -Behave appropriately -Intrinsically motivated -Collaborate -Appreciate others differences -Family oriented -Flexible -Patient -Happy -Use academic work and social skills -Positive outlook -Accepting listeners -Able and willing to learn from mistakes -Apply their knowledge to real life -Problem solving -more enthusiasm -success in mastery -success in real-life applications -higher self confidence/self-esteem -better attendance -less discipline problems -students will show respect -student success will breed parent involvement -students will enjoy and celebrate successes

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

- % of students who Pass ISTEP Math: 100%
- % of students who Pass ISTEP English: 100%
- % of students who Read at or above grade level: 100%
- % of students who Meet grade level standards: 100%
- % of students who DIBELS: 100%
- % of students who Acuity: 100%
- % of students who Writing samples: 100%
- % of students who LAS links: 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.

## All students in grades 3, 4, and 5 - earn mastery in problem solving on math ISTEP (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual											
			70%	72%		74%		78%		80%		100%

## Free/reduced lunch students in grades 3- 5 - pass ISTEP language arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual											
			57%	59%		70%		75%		78%		100%

## Free/reduced lunch students in grades 3- 5 - pass ISTEP math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual											
			56%	58%		63%		67%		71%		100%

**Hispanic students in grades 3, 4, and 5 - pass ISTEP math (AYP)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual											
			47%	48%		52%		56%		60%		100%

**Special education students in grades 3, 4, and 5 - pass ISTEP language arts (AYP).**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual											
			39%	40%		43%		46%		49%		100%

**Special education students in grades 3, 4, and 5 - pass ISTEP math (AYP).**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual											
			43%	44%		48%		51%		55%		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... Staff are not teaching the Indiana Standards.**

\*55% of parents don't know if teachers are giving tests that cover the Academic Standards (InSAI Survey). \*8% faculty disagreed that their grades reflect the Indiana Standards (InSAI Survey). \*6% (12/34) faculty say not given at least one test a grade period that covers the Indiana Academic Standards (InSAI survey).

### **We are concerned that... Student behavior is interfering with learning.**

\*67% K-2 strongly agree or agree and 57% 3-5 agree that they have a hard time working at school because other's bother me (InSAI survey). \*55% of faculty agree that students have a hard time working because of others bothering them. \*97% of faculty feel their students have personal problems that interfere with their school work (InSAI survey).

### **We are concerned that... Timely Additional Assistance**

## 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 â 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:

## Local Strategies

### Positive Behavior Support

Positive Behavior Support will be implemented during the 2010-2011 school year. This strategy will include the following: 1) entire staff involvement in research of Positive Behavior Support 2)entire staff involvement in implementation A presentation and recommendation by staff of findings will occur prior to the close of the 09-10 school year. Implementation by the entire staff of the Positive Behavior Support will begin in the 2010-2011 school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Required Strategies

### A. Parent Involvement

A Title I Parent Liaison will work collaboratively with the title I Lead Teacher and the Dayton Staff to hold several parent involvement instructional meetings throughout the 2010-2011 school year with special invitation toward special education, Hispanic, and free/reduced lunch parents. The focus of these meetings will be to train parents in ways that they can help their children improve their academic performance. Topics for these meetings include technology, math problem solving, reading comprehension and reading fluency. This strategy will incorporate strong collaboration with community resources in the following way: Community businesses and organizations such as Junior Achievement, Sheffield Fire Department, Dayton Optimist Club, Kohls, Headstart, CAPE, and the Tippecanoe County Library, will assist in strengthening our parent involvement program by providing resources to the school.

**Impact Level:** High Impact - Outside

**Focus:** General

### B. Educator Training for Parent Involvement

In 2010-2011, teacher training will be led by a committee on ways to involve parents in education. The focus will be to offer teachers a knowledge base about how to involve parents in their child's education. This will include website training by school's web-master to ensure all classroom teachers have the means to develop a classroom website as a way to communicate with parents.

**Impact Level:** High Impact - Outside

**Focus:** General

### C. Outreach to Preschool Parent Involvement Programs: Corporation pre-school committee

A corporation pre-school committee will be developed including representatives from each Title I schools in the corporation. The committee will also include invitations to all pre-school programs and home pre-schools within each school's demographics. The purpose will be to foster collaboration between the elementary schools, pre-schools, and Head Start

programs which feed into the elementary schools. The emphasis of this committee will be to: 1) Provide a forum to develop communication between the Title I buildings and the local pre-schools with emphasis on parent involvement and curriculum. 2) Transition between pre-school and Title I buildings. 3) Identifying pre-school needs that can be assisted by schools. 4) Behavioral expectations and how these can be implemented at home to make transition to school easier. 5) Parent Involvement strategies that the schools can use to reach the parents with students already in pre-school.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **E. Parent Information Resource Center Website: Title I Web Page Link**

On the Title I Web Page parents will be able to click on an icon that will link them to the Indiana Information Resource Center. This will be shared with parents at registration in August by the Title I staff. This web site will be discussed with parents at the Title I annual meeting, parent conferences, and problem solving meetings. There will be periodic reminders of the website given throughout the year and in our school newsletter Who: Title I Staff When: Available all year

**Impact Level:** Low Impact

**Focus:** General

#### **F. Encourage Rigorous Curriculum: Curriculum Alignment**

This strategy provides an enriched and accelerated curriculum for students.] Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. During the 2010-2011 school year, grade K-5 teachers will work to align the math and language arts curriculum with the Indiana Academic Standards. During the first semester, the instructional coach will lead staff through the process of aligning language arts standards and mathematics standards with daily instruction to ensure essential instruction of the Indiana Academic Standards. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which adults changed their practices; 2) Force field data will help us determine the degree to which students needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next year, we will make adjustments to this strategy as needed.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **F. Encourage Rigorous Curriculum: Intervention Time**

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Throughout the school year, teachers will continue to implement school-wide intervention time in language arts. We will add intervention time in mathematics. Materials used for remediation intervention will include, but may not be limited to Harcourt Trophies Intervention, Reading A to Z, Fountas and Pinnell Levelled Literacy Intervention, and Scholastic "Do the Math" Intervention by Marilynn Burns. All students will be divided into groups during intervention time to ensure students get remediation or enrichment as appropriate. Students will enter or exit groups as needed based on ISTEP, acuity and mclass benchmarks and ongoing progress monitoring throughout the year. Emphasis will be on all Title I staff instructing Title I students via pull-out remediation groups. Title I students will be determined by ISTEP, acuity, and mClass benchmarks. Staff will focus on special education, free and reduced, and ELL students to ensure that specific interventions are meeting student needs. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year we will make adjustments to this strategy as needed.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Instructional Coaching: Balanced Literacy**

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1.) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to

address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. During the 2010-2011 school year, a Balanced Literacy Coach will provide instruction and support on balanced literacy including leveled reading, the writing process, and reading comprehension. Emphasis will be placed on instructing all students at their reading level with the use of leveled reading materials and interventions and having each teacher observed and debriefed after each of the coach's visits. Materials used will include, but may not be limited to Harcourt Trophies and Intervention System, Fountas and Pinnell Levelled Literacy Intervention, and Reading A to Z. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which students needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Instructional Coaching: Differentiated Instruction**

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council(including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas. 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. During the summer of 2010 and throughout the 2010-2011 school year, teachers will receive training on differentiated instruction. Teachers will then utilize differentiated instructional strategies for math instruction. An instructional coach is in place who will assist teachers and coach them on how to differentiate to reach special education, free and reduced lunch, and Hispanic students. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which the student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **J. Instruction by Highly Qualified Teachers: Corporation Expectation of Highly Qualified Teachers/Instructional Assistants**

To ensure that all of our students are taught by highly qualified teachers and paraprofessionals we will 1) hire only highly qualified teachers and paraprofessionals, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also we will make parents aware of the school's progress in employing all highly qualified teachers and professionals by mailing a letter so stating in the first quarter. Postage receipt is placed on file at the corporation office. The Tippecanoe School Corporation maintains an expectation that all teachers are highly qualified in elementary classrooms and Title I positions. Corporation expectations include: 1) All teachers holding a valid Indiana Teaching License, 2) Identification of how teacher qualifies as highly qualified whether by PRAXIS, NTE, HOUSE, or CAS, 3) All current instructional assistants in the school are highly qualified. The corporation maintains the expectation that any future instructional assistants hired will be highly qualified at the time of their hiring, 4) Information is available at the corporation and school level for teachers and instructional assistant candidates to become highly qualified before hiring can occur, 5) List is maintained at the building level and with the corporation personnel office of all teachers and instructional assistants and their highly qualified status and method for qualification.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **K. Attracting Highly Qualified Teachers**

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by continuing to have a close partnership with Purdue University: Dayton Elementary will continue to participate in teacher education programs by providing Purdue Elementary Education students with classroom experience through Purdue's Block program. Dayton Elementary will also continue to host Student Teachers. By creating partnerships with our local university and with the community, we will continue to attract highly qualified teachers. Dayton Elementary will also encourage our highly qualified teachers to remain by providing a supportive and caring environment and by providing high quality professional development opportunities. Each year the central office administration commits to a New Teacher Academy. The focus of this academy is to expose all first-year teachers to a variety of information regarding instruction, assessment, safety and

technology. New Teacher Academy dates occur 5-6 times throughout the school year.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **K. Attracting Highly Qualified Teachers: Recruitment Visits**

Each spring the Tippecanoe School Corporation visits various state schools' college campus recruitment fairs to recruit a pool of highly qualified candidates for its teaching ranks. These visits occur each April and May and are supported by the individual schools by having building principals at elementary, middle, and high school levels attending. Principals interview and gather resumes of prospective candidates. The candidates receive information about the corporation and its offerings. They also are directed toward the corporation website for further information and on-line application.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **L. Early Childhood Transition**

See Strategy C: Outreach to Preschool Parent Involvement Programs

**Impact Level:** High Impact - Outside

**Focus:** General

#### **M. Parent Notice - Assessment Results: Assessment Distribution**

All assessment results (ISTEP, Acuity, mClass, and Report Card) are distributed, in a language that they can understand, to parents through children at various times throughout the school year. Parents are notified in advance about the distribution of these assessment results through a variety of means including: Beginning of the Year Calendar of Events, school newsletter, school website and corporation community bulletin board. Information is provided along with these distributions to educate parents on how they can help at home. Parents with special education students receive information regarding assessment results during annual case review IEP conferences.

**Impact Level:** Low Impact

**Focus:** General

#### **N. Parent Notice - School in Improvement**

Dayton Elementary will mail a letter in September to all parents informing them of our school in improvement status. This letter will include all the necessary information required by the Indiana Department of Education.

**Impact Level:** Low Impact

**Focus:** General

#### **O. Extended Learning Activities**

As a component of Dayton Elementary's Title I AYP status, targeted non-proficient, free and reduced lunch students receive free tutoring provided by state approved outside vendors. This tutoring is offered throughout the school year outside the regular school day and during the summer. As a part of this strategy, the classroom teachers will extend learning opportunities by providing thematic, integrated instruction, designed to accommodate the needs of various learning styles.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **P. Teacher Mentoring Program**

See Teacher Mentoring (Coaching) Activities that are part of Strategy I: Focused Academic Area: Instructional Coaching: Balanced Literacy and Strategy I: Focused Academic Area: Instructional Coaching: Differentiated Instruction.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

In the spring of 2010, parents are invited to participate in the review/revise of the School-Parent Involvement Policy, according to the Indiana Department of Education Requirements, at the corporation and school level. The Parent Involvement Policy will be distributed to all parents at the beginning of the 2010-2011 school year during registration.

**Impact Level:** Low Impact

**Focus:** General

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

In the fall of 2010, the Dayton Elementary Principal will mail a Parent-Right-to-Know letter to all parents to inform them that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers. This letter will include all DOE requirements.

**Impact Level:** Low Impact

**Focus:** General

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

Dayton Elementary administrator will mail a letter in a timely manner to parents of any student being taught for four or more consecutive weeks by a teacher that is not highly qualified.

**Impact Level:** Low Impact

**Focus:** General

## **S. School-Parent Compact**

In the spring of 2010, Title 1 staff will invite parents to participate in the review/revise of the School-Parent Compact. The compact will include all DOE requirements. The compact will be and will be distributed and explained to parents in the fall of 2010 at parent teacher conferences. At this time, parents will be invited to sign the compact.

**Impact Level:** High Impact - Outside

**Focus:** General

## **T. Annual Parent Meeting**

Parents will be invited to an informational meeting in the Fall. Multiple dates and times for this meeting will be provided to accommodate the needs of the families. The meeting will inform parents of their school's participation in Title I, Part A programs, and explain the Title I, Part A requirements and the right of parents to be involved in these programs. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

**Impact Level:** Low Impact

**Focus:** General

## **U. Focused Student Group**

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council, (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who are low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. See Strategy I: Focused Academic Area: Differentiated Instruction! During the summer of 2010 and throughout the 2010-2011 school year, teachers will receive training on differentiated instruction. Teachers will then utilize differentiated instructional strategies for math instruction. An instructional coach is in place who will assist teachers and coach them on how to differentiate to reach special education, free and reduced lunch, and Hispanic students. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which the student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **V. Peer Review for SIP**

Within 45 days of AYP data being made available, Dayton Elementary will partner with a similar school that was successful in meeting AYP for the purpose of reviewing the quality of the DES School Improvement Plan and making suggestions as appropriate. Documentation will be kept in preparation for a DOE monitoring visit.

**Impact Level:** High Impact - Outside

**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.

## Local Strategies

### Positive Behavior Support

% of teachers documenting quarterly instruction of procedures as per questionnaire

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100		100	

% of teachers documenting instruction of positive behaviors and routines on a quarterly basis

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100		100	

percentage of time teachers will be able to utilize positive behavior supports as per quarterly questionnaire

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100		100	

% of staff who submit 200 club tickets

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100		100	

% of staff reporting data for those students using a Daily Progress Report

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

% of teachers documented following office referral guidelines as per quarterly questionnaire

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	90		100	

## Required Strategies

### F. Encourage Rigorous Curriculum: Curriculum Alignment

% of time teachers report via questionnaire they were teaching Indiana Academic standards

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

% of teachers who report via quarterly questionnaire they were able to use the TSC curriculum map for daily instruction planning

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

### F. Encourage Rigorous Curriculum: Intervention Time

% of teachers who provide 270 minutes of leveled math instruction each quarter as per questionnaire

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

% of time staff was able to provide intervention to targetted students on quarterly basis as per questionnaire

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**I. Focused Academic Area: Instructional Coaching: Balanced Literacy**

% of time during quarter teachers report (as per questionnaire) being able to provide balanced literacy instruction during literacy block

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100 %		100%	

**I. Focused Academic Area: Instructional Coaching: Differentiated Instruction**

% of time teachers able to develop and use differentiated lessons during math instructional groups per quarterly questionnaire

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

% of teachers that are using computer lab time in order to provide self paced instruction as per lab schedule and quarterly questionnaire

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

**U. Focused Student Group**

% of time teachers able to develop and use differentiated lessons during math instructional groups as per quarterly questionnaire

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

% of teachers who report via quarterly questionnaire they are able to use computer lab time as designated on lab schedule to provide self paced instruction

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

## 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.

## Annual Parent Meeting

**May 20, 2010:** Determine multiple dates for 2010-2011 Dayton Annual Parent Meeting and place on school calendar **Person:** Carol Grady

**Aug 30, 2010:** Design meeting agenda for annual parent meetings based on Title I regulations **Person:** Carol Grady

**Aug 30, 2010:** Meet with corporation Title I staff to determine specific requirements for annual parent meeting as per school-wide services model **Person:** Carol Grady

**Sep 15, 2010:** Send invitation and rsvp form to parents of Title I students (either all school, or targeted at risk students). **Person:** Carol Grady

**Sep 16, 2010:** Prepare materials for annual parent meeting for non-native English speakers **Person:** Carol Grady

**Sep 16, 2010:** Secure translator for non native English speaking families to be available at parent meeting **Person:** Carol Grady

**Sep 30, 2010:** Chair multiple meetings (as per calendar designations) for parents outlining Title I services, identification of most at risk, parental rights, and all parties' responsibilities **Person:** Carol Grady

## Early Childhood Transition

**Aug 25, 2010:** See Strategy C: Outreach to Preschool Parent Involvement Programs **Person:** Amy McMurry

## Educator Training for Parent Involvement

**Aug 30, 2010:** Website development training **Person:** webmaster

**Sep 1, 2010:** How teachers can reach out to families. **Person:** Shonda Royal

**Sep 1, 2010:** IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

**Sep 1, 2010:** Website development to provide information on current classroom curriculum for parents **Person:** All Teachers

**Sep 15, 2010:** Technology inservice for teachers **Person:** TSC technology specialist

**Sep 15, 2010:** Training for common language **Person:** Shonda Royal

**Oct 1, 2010:** IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

**Oct 1, 2010:** Standardization of classroom communication forms K-5 **Person:** Shonda Royal

**Oct 1, 2010:** Website review and update **Person:** All teachers

**Nov 1, 2010:** IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

**Nov 1, 2010:** Training for parent involvement in special events **Person:** Specials teachers

**Nov 1, 2010:** Website review and update **Person:** All teachers

**Dec 1, 2010:** IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

**Dec 1, 2010:** Website review and update **Person:** All teachers

**Jan 1, 2011:** IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

**Jan 1, 2011:** Website review and update **Person:** All teachers

**Feb 1, 2011:** IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

**Feb 1, 2011:** Website review and update **Person:** All teachers

**Mar 1, 2011:** IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

**Mar 1, 2011:** Website review and update **Person:** All teachers

**Apr 1, 2011:** IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

**Apr 1, 2011:** Website review and update **Person:** All teachers

**May 1, 2011:** IIB meeting for all to update websites and receive support from webmaster **Person:** webmaster

**May 1, 2011:** Website review and update **Person:** All teachers

**Jun 1, 2011:** Website review and update **Person:** All teachers

## Encourage Rigorous Curriculum

**Apr 1, 2010:** Collect baseline data: **Person:**

**Apr 1, 2010:** Collect baseline data: % of teachers who provide 270 minutes of leveled math instruction each quarter as per questionnaire **Person:** Carol Grady

**Apr 1, 2010:** Collect baseline data: % of teachers who report via quarterly questionnaire they were able to use the TSC curriculum map for daily instruction planning **Person:** Kris Goodman

**Apr 1, 2010:** Collect baseline data: % of time staff was able to provide intervention to targeted students on quarterly basis as per questionnaire **Person:** Carol Grady

**Apr 1, 2010:** Collect baseline data: % of time teachers report via questionnaire they were teaching Indiana Academic standards **Person:** Kris Goodman

**Apr 30, 2010:** Provide a sample curriculum map template and save it to the Shared Drive. **Person:** Rebecca Kaverman

**May 1, 2010:** Guest Speaker to discuss new math Indiana Academic standards **Person:** Gretchen Leuenberger, Kris Goodman

**May 15, 2010:** Develop list of "focused academic students" listing the particular special education, free and reduced, and Hispanic students that are targeted for intensive support **Person:** Barbara Maitland

**May 17, 2010:** Substitutes are hired to allow teachers to create a curriculum map to align new math curriculum to Indiana Academic Standards **Person:** Barbara Maitland

**May 17, 2010:** Substitutes are hired to allow teachers to create a curriculum map to align new math curriculum to Indiana Standards **Person:** Barbara Maitland

**May 27, 2010:** Create maps using grade level curriculum and standards, and distribute a current standards check list for language arts **Person:** Kris Goodman

**May 27, 2010:** Create maps using grade level curriculum and standards, and distribute a current standards checklist for math **Person:** Kris Goodman

**May 28, 2010:** Complete maps using grade level curriculum and standards, and compare against current standards check list for math **Person:** Kris Goodman

**May 28, 2010:** Each grade level creates a math curriculum map utilizing the Singapore Math Series textbook. **Person:** Kris Goodman

**May 28, 2010:** Verify that all grade levels have access to a completed curriculum map for current language arts standards **Person:** Vicky Chambers

**May 30, 2010:** Curriculum mapping training for Singapore Math series **Person:** Michele Luck

**May 30, 2010:** Teachers will meet to design a year long curriculum map utilizing the Singapore math curriculum and the grade level standards **Person:** All teachers

**May 30, 2010:** Technology training aligning Indiana Academic Standards with assignments in electronic gradebook **Person:** TSC Technology department

**May 30, 2010:** Utilize "focus student list" in designing class lists **Person:** Barb Maitland

**May 30, 2010:** Verify that all grade levels have access to a completed curriculum map for current math standards **Person:** Vicky Chambers

**Jun 5, 2010:** Complete grade level math curriculum maps **Person:** Teachers and Barbara Maitland

**Jun 14, 2010:** Differentiation coach will review current math standards and provide strategies for aligning with the curriculum **Person:** Michele Luck

**Jun 14, 2010:** Math Textbook Adoption training **Person:** Title I

**Aug 5, 2010:** Inform teachers of "focus students" in each classroom **Person:** Barbara Maitland

**Aug 20, 2010:** Post in classrooms standards to be addressed each nine weeks for language arts and math. **Person:** Kris Goodman

**Aug 20, 2010:** Post on the Dayton Website a link to the standards on the DOE website. **Person:** Kris Goodman

**Aug 23, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Aug 23, 2010:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**Aug 30, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Aug 30, 2010:** Ongoing consultation on math curriculum mapping as requested by teachers **Person:** Michele Luck

**Sep 1, 2010:** Deconstruct the standards **Person:** Kris Goodman

**Sep 1, 2010:** Review current language arts standards and provide strategies for aligning standards with curriculum. **Person:** Michele Luck

**Sep 6, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Sep 13, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Sep 20, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Sep 27, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Sep 27, 2010:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**Sep 30, 2010:** Ongoing consultation on math curriculum mapping as requested by teachers **Person:** Michele Luck

**Oct 1, 2010:** Literacy Coach will review current language arts standards and provide strategies for aligning with curriculum. **Person:** Michele Luck

**Oct 4, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Oct 4, 2010:** Post Test A will be administered to determine students in need of intervention **Person:** Teachers

**Oct 11, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Oct 15, 2010:** Implement school-wide leveled math groups for 270 minutes on a quarterly basis. **Person:** Teachers

**Oct 18, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Oct 18, 2010:** Grade level collaboration to assess post test instructional strategies and results; adjust groups; modify maps and lesson plans **Person:** all teachers

**Oct 25, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Oct 25, 2010:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**Oct 30, 2010:** Ongoing consultation on math curriculum mapping as requested by teachers **Person:** Michele Luck

**Nov 1, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Nov 1, 2010:** Literacy Coach will review current language arts standards and provide strategies for aligning with curriculum. **Person:** Michele Luck

**Nov 8, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Nov 15, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Nov 22, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Nov 22, 2010:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**Nov 29, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Nov 30, 2010:** Collect fall data: **Person:**

**Nov 30, 2010:** Collect fall data: % of teachers who provide 270 minutes of leveled math instruction each quarter as per questionnaire **Person:** Barb Maitland

**Nov 30, 2010:** Collect fall data: % of teachers who report via quarterly questionnaire they were able to use the TSC curriculum map for daily instruction planning **Person:** Kris Goodman

**Nov 30, 2010:** Collect fall data: % of time staff was able to provide intervention to targeted students on quarterly basis as per questionnaire **Person:** Carol Grady

**Nov 30, 2010:** Collect fall data: % of time teachers report via questionnaire they were teaching Indiana Academic standards **Person:**

**Nov 30, 2010:** Ongoing consultation on math curriculum mapping as requested by teachers **Person:** Michele Luck

**Dec 1, 2010:** Literacy Coach will review current language arts standards and provide strategies for aligning with curriculum. **Person:** Michele Luck

**Dec 6, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Dec 6, 2010:** Post Test B will be administered to determine students in need of intervention **Person:** Teachers

**Dec 13, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Dec 17, 2010:** Implement school-wide leveled math groups for 270 minutes on a quarterly basis. **Person:** Teachers

**Dec 20, 2010:** Collect winter data: % of teachers who report via quarterly questionnaire they were able to use the TSC curriculum map for instruction planning **Person:** Kris Goodman

**Dec 20, 2010:** Collect winter data: % of teachers who report via questionnaire they were teaching Indiana Academic standards **Person:** Kris Goodman

**Dec 20, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Dec 20, 2010:** Grade level collaboration to assess post test instructional strategies and results; adjust groups; modify maps and lesson plans **Person:** all teachers

**Dec 27, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Dec 27, 2010:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**Dec 30, 2010:** Ongoing consultation on math curriculum mapping as requested by teachers **Person:** Michele Luck

**Jan 3, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Jan 10, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Jan 17, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Jan 24, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Jan 24, 2011:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**Jan 30, 2011:** Ongoing consultation on math curriculum mapping as requested by teachers **Person:** Michele Luck

**Jan 31, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Feb 7, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Feb 14, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Feb 18, 2011:** Implement school-wide leveled math groups for 270 minutes on a quarterly basis. **Person:** Teachers

**Feb 21, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Feb 21, 2011:** Grade level collaboration to assess post test instructional strategies and results; adjust groups; modify maps and lesson plans **Person:** all teachers

**Feb 28, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Feb 28, 2011:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**Feb 28, 2011:** Post Test C be administered to determine students in need of intervention **Person:** Teachers

**Mar 2, 2011:** Ongoing consultation on math curriculum mapping as requested by teachers **Person:** Michele Luck

**Mar 7, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Mar 14, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Mar 21, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Mar 28, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Mar 28, 2011:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**Apr 2, 2011:** Ongoing consultation on math curriculum mapping as requested by teachers **Person:** Michele Luck

**Apr 4, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Apr 11, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Apr 18, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Apr 22, 2011:** Implement school-wide leveled math groups for 270 minutes on a quarterly basis. **Person:** Teachers

**Apr 25, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Apr 25, 2011:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**Apr 25, 2011:** Grade level collaboration to assess post test instructional strategies and results; adjust groups; modify maps and lesson plans **Person:** all teachers

**May 2, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**May 2, 2011:** Ongoing consultation on math curriculum mapping as requested by teachers **Person:** Michele Luck

**May 2, 2011:** Post Test D be administered to determine students in need of intervention **Person:** Teachers

**May 9, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**May 16, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**May 20, 2011:** Review curriculum maps as used during 2010-2011 school year and revise if necessary **Person:** Kris Goodman

**May 23, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**May 23, 2011:** Focused students receive small group, targeted interventions in demonstrated areas of need in reading/language arts along with whole group activities **Person:** Carol Grady

**May 30, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with whole group activities. **Person:** Carol Grady

**Jun 30, 2011:** Collect spring data: **Person:**

**Jun 30, 2011:** Collect spring data: % of teachers who provide 270 minutes of leveled math instruction each quarter as per questionnaire **Person:** Barb Maitland

**Jun 30, 2011:** Collect spring data: % of teachers who report via quarterly questionnaire they were able to use the TSC curriculum map for daily instruction planning **Person:** Kris Goodman

**Jun 30, 2011:** Collect spring data: % of time staff was able to provide intervention to targeted students on quarterly basis as per questionnaire **Person:**

**Jun 30, 2011:** Collect spring data: % of time teachers report via questionnaire they were teaching Indiana Academic standards **Person:** Kris Goodman

## Extended Learning Activities

**Oct 1, 2010:** Determine list of non proficient students in all grade levels based on corporation determined criteria **Person:** Carol Grady

**Oct 1, 2010:** Obtain free and reduced lunch students **Person:** Carol Grady

**Oct 2, 2010:** Compare two lists to determine non-proficient free and reduced recipients **Person:** Carol Grady

**Oct 5, 2010:** Contact state selected vendors inviting them to vendor fair during parent teacher conferences **Person:** Carol Grady

**Oct 5, 2010:** Personal contact w/ SES eligible families prior to vendor fair w/ purpose of "pre-selling" features and benefits of SES for students **Person:** Erin Haltom

**Oct 15, 2010:** Meet with corporation Title staff to learn guidelines for supplemental educational services **Person:** Carol Grady

**Oct 15, 2010:** Prepare parent selection and SES registration forms **Person:** Carol Grady

**Oct 15, 2010:** Send letters to school families stating they may be eligible for supplemental educational services **Person:** Carol Grady

**Oct 16, 2010:** Determine Dayton staffing for fair with purpose of supporting parents' questions during vendor fair **Person:** Carol Grady

**Oct 20, 2010:** Hold Vendor Fair during first parent teacher conferences event **Person:** Carol Grady

**Oct 20, 2010:** Provide staffed exit table for parents to leave their completed registration forms for SES **Person:** Carol Grady

**Oct 20, 2010:** Provide staffed sign-up table for parents to receive registration information at fair **Person:** Carol Grady

**Oct 21, 2010:** Parent Follow-up/contact vendor fair invitees that did not show **Person:** Erin Haltom

**Oct 21, 2010:** Provide individualized assistance in filling out forms throughout enrollment period **Person:** Erin Haltom

**Nov 15, 2010:** Count number of eligible families enrolling in supplemental educational services **Person:** Carol Grady

**Nov 15, 2010:** Determine if a need for additional invitations to eligible families by conferring with corporation Title I staff **Person:** Carol Grady

## Focused Academic Area

**Apr 1, 2010:** Collect baseline data % of teachers using differentiated lesson plans for math. **Person:** Kris Clute

**Apr 1, 2010:** Collect baseline data: % of teachers that are using computer lab time in order to provide self paced instruction as per lab schedule and quarterly questionnaire **Person:** Liz Miller

**Apr 1, 2010:** Collect baseline data: % of time during quarter teachers report (as per questionnaire) being able to provide balanced literacy instruction during literacy block **Person:** Michele Luck

**Apr 1, 2010:** Collect baseline data: % of time teachers able to develop and use differentiated lessons during math instructional groups per quarterly questionnaire **Person:** Liz Miller

**May 15, 2010:** Develop list of "focused academic students" listing the particular special education, free and reduced, and Hispanic students targeted for intensive support **Person:** Barbara Maitland

**May 28, 2010:** Each grade level creates a math curriculum map utilizing the Singapore Math Series text book. **Person:** Kris Goodman

**May 28, 2010:** Grade levels will create lists of remediation and extension activities that tie in to the curriculum map per 9 weeks. **Person:** Kris Goodman

**May 30, 2010:** Utilize "focus student list" in designing class lists **Person:** Barb Maitland

**Jun 14, 2010:** Attend corporation sponsored training on differentiated instruction **Person:** All teachers available

**Jun 18, 2010:** One teacher from each grade level will attend summer math differentiation training. **Person:** Teachers

**Aug 1, 2010:** Teachers will be provided access to remediation/ extension kits to assist in planning activities. **Person:** Carol Grady

**Aug 5, 2010:** Inform teachers of "focus students" in each classroom **Person:** Barb Maitland

**Aug 10, 2010:** Provide rationale for selected professional development activities provided by coach **Person:** Michele Luck

**Aug 15, 2010:** coaching full staff **Person:** Michele Luck

**Aug 15, 2010:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**Aug 20, 2010:** Outline literacy coach schedule and curriculum for year **Person:** Michele Luck

**Aug 20, 2010:** Publish coach's schedule via outlook calendar and email to staff **Person:** Carol Grady

**Aug 23, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Aug 25, 2010:** coaching individual staff **Person:** Michele Luck

**Sep 1, 2010:** Collect baseline data: administer teacher attitude survey on computerized program for self-paced math instruction. **Person:** Liz Miller

**Sep 1, 2010:** Debriefing with teachers to determine if needs for development were met **Person:** Michele Luck

**Sep 1, 2010:** Math coach will schedule quarterly differentiation training sessions with grade levels. **Person:** Math Coach/Barb

**Sep 1, 2010:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self- paced computerized math program in lab. **Person:** Teachers

**Sep 1, 2010:** Teachers will receive training on self-paced computerized math instruction program. **Person:** Barb Maitland

**Sep 2, 2010:** Differentiated lesson plan template will be created and placed on the shared drive. **Person:** Math Coach

**Sep 15, 2010:** coaching full staff **Person:** Michele Luck

**Sep 15, 2010:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**Sep 20, 2010:** Grade level collaboration during IIB to design lessons during levelled math groups **Person:** Math Coach

**Sep 20, 2010:** Teachers will receive training from math instructional coach on strategies for differentiation. **Person:** Math Coach

**Sep 25, 2010:** coaching individual staff **Person:** Michele Luck

**Sep 27, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Sep 30, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Oct 1, 2010:** Debriefing with teachers to determine if needs for development were met **Person:** Michele Luck

**Oct 1, 2010:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self- paced computerized math program in lab. **Person:** Teachers

**Oct 5, 2010:** First quarter differentiated instruction training session given by math coach. **Person:** Math Coach/Barb

**Oct 6, 2010:** Grade level collaboration during IIB time to design differentiated lessons to be used during leveled math groups **Person:** Barb/teachers

**Oct 7, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Oct 11, 2010:** Instruction for differentiation in blocks occurs. **Person:** All teachers

**Oct 14, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Oct 15, 2010:** Administer post test A to determine effectiveness of differentiation strategy. **Person:** Teachers

**Oct 15, 2010:** coaching full staff **Person:** Michele Luck

**Oct 15, 2010:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**Oct 18, 2010:** Meet with differentiated instruction coach to determine effectiveness of strategy and revise as needed **Person:** Michele Luck

**Oct 21, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Oct 22, 2010:** Review differentiated instruction plans by grade level for evidence of effective strategies. **Person:** Math Coach

**Oct 25, 2010:** coaching individual staff **Person:** Michele Luck

**Oct 25, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Oct 28, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Nov 1, 2010:** Debriefing with teachers to determine if needs for development were met **Person:** Michele Luck

**Nov 1, 2010:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self- paced computerized math program in lab. **Person:** Teachers

**Nov 4, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Nov 11, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Nov 15, 2010:** coaching full staff **Person:** Michele Luck

**Nov 15, 2010:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**Nov 18, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Nov 22, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Nov 25, 2010:** coaching individual staff **Person:** Michele Luck

**Nov 25, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Nov 30, 2010:** Collect fall data: % of teachers that are using computer lab time in order to provide self paced instruction as per lab schedule and quarterly questionnaire **Person:** Liz Miller

**Nov 30, 2010:** Collect fall data: % of time during quarter teachers report (as per questionnaire) being able to provide balanced literacy instruction during literacy block **Person:** Michele Luck

**Nov 30, 2010:** Collect fall data: % of time teachers able to develop and use differentiated lessons during math instructional groups per quarterly questionnaire **Person:** Liz Miller

**Nov 30, 2010:** Collect fall data: administer teacher attitude survey on computerized program for self-paced math instruction. **Person:** Liz Miller

**Dec 1, 2010:** Debriefing with teachers to determine if needs for development were met **Person:** Michele Luck

**Dec 1, 2010:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self- paced computerized math program in lab. **Person:** Teachers

**Dec 2, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Dec 6, 2010:** Second quarter differentiated instruction training session given by math coach. **Person:** Math Coach/Barb

**Dec 7, 2010:** Grade level collaboration during IIB time to design lessons to be used during leveled math groups. **Person:** Barb/teachers

**Dec 9, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Dec 13, 2010:** Instruction for differentiation in blocks occurs **Person:** All teachers

**Dec 15, 2010:** coaching full staff **Person:** Michele Luck

**Dec 15, 2010:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**Dec 16, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Dec 17, 2010:** Administer post test B to determine effectiveness of differentiation strategy. **Person:** Teachers

**Dec 19, 2010:** Meet with differentiated instruction coach to determine effectiveness of strategy and revise as needed **Person:** Michele Luck

**Dec 23, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Dec 25, 2010:** coaching individual staff **Person:** Michele Luck

**Dec 27, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Dec 30, 2010:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Jan 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self- paced computerized math program in lab. **Person:** Teachers

**Jan 6, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Jan 10, 2011:** Debriefing with teachers to determine if needs for development were met **Person:** Michele Luck

**Jan 13, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Jan 15, 2011:** coaching full staff **Person:** Michele Luck

**Jan 15, 2011:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**Jan 20, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Jan 24, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Jan 25, 2011:** coaching individual staff **Person:** Michele Luck

**Jan 27, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Feb 1, 2011:** Debriefing with teachers to determine if needs for development were met **Person:** Michele Luck

**Feb 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self- paced computerized math program in lab. **Person:** Teachers

**Feb 3, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Feb 10, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Feb 15, 2011:** coaching full staff **Person:** Michele Luck

**Feb 15, 2011:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**Feb 17, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Feb 24, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Feb 25, 2011:** coaching individual staff **Person:** Michele Luck

**Feb 28, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Mar 1, 2011:** Debriefing with teachers to determine if needs for development were met **Person:** Michele Luck

**Mar 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self- paced computerized math program in lab. **Person:** Teachers

**Mar 1, 2011:** Third quarter differentiated instruction training session given by math coach. **Person:** Math Coach

**Mar 2, 2011:** Grade level collaboration during IIB time to design differentiated lessons to be used during leveled math groups. **Person:** Barb/teachers

**Mar 3, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Mar 4, 2011:** Administer post test C to determine effectiveness of differentiation strategy. **Person:** Teachers

**Mar 7, 2011:** Instruction for differentiation in blocks occurs **Person:** All teachers

**Mar 10, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Mar 14, 2011:** Meet with differentiated instruction coach to determine effectiveness of strategy and revise as needed **Person:** Michele Luck

**Mar 14, 2011:** Review differentiated instruction plans by grade level for evidence of effective strategies **Person:** Math Coach

**Mar 15, 2011:** coaching full staff **Person:** Michele Luck

**Mar 15, 2011:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**Mar 17, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Mar 24, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Mar 25, 2011:** coaching individual staff **Person:** Michele Luck

**Mar 28, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Mar 31, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Apr 1, 2011:** Debriefing with teachers to determine if needs for development were met **Person:** Michele Luck

**Apr 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self-paced computerized math program in lab. **Person:** Teachers

**Apr 7, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Apr 14, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Apr 15, 2011:** coaching full staff **Person:** Michele Luck

**Apr 15, 2011:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**Apr 21, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Apr 25, 2011:** coaching individual staff **Person:** Michele Luck

**Apr 25, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Apr 28, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**May 1, 2011:** Collect spring data: administer teacher attitude survey on computerized program for self-paced math instruction. **Person:** Liz Miller

**May 1, 2011:** Debriefing with teachers to determine if needs for development were met **Person:** Michele Luck

**May 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self-paced computerized math program in lab. **Person:** Teachers

**May 3, 2011:** Fourth quarter differentiated instruction training session given by math coach. **Person:** Math Coach/Barb

**May 3, 2011:** Grade level collaboration during IIB time to design differentiated lessons to be used during leveled math groups. **Person:** Barb/Teachers

**May 5, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**May 9, 2011:** Instruction for differentiation in blocks occurs **Person:** All teachers

**May 12, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**May 13, 2011:** Administer post test D to determine effectiveness of differentiation strategy. **Person:** Teachers

**May 15, 2011:** coaching full staff **Person:** Michele Luck

**May 15, 2011:** Create connections with staff to solicit requests for individual coaching **Person:** Michele Luck

**May 16, 2011:** Meet with differentiated instruction coach to determine effectiveness of strategy and revise as needed **Person:** Michele Luck

**May 16, 2011:** Review differentiated instruction plans by grade level for evidence of effective strategies **Person:** Math Coach

**May 19, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**May 23, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**May 25, 2011:** coaching individual staff **Person:** Michele Luck

**May 26, 2011:** Staff provides balanced literacy lessons during literacy block **Person:** All teachers

**Jun 30, 2011:** Collect spring data: % of teachers that are using computer lab time in order to provide self paced instruction as per lab schedule and quarterly questionnaire **Person:** Liz Miller

**Jun 30, 2011:** Collect spring data: % of time during quarter teachers report (as per questionnaire) being able to provide balanced literacy instruction during literacy block **Person:** Michele Luck

**Jun 30, 2011:** Collect spring data: % of time teachers able to develop and use differentiated lessons during math instructional groups per quarterly questionnaire **Person:** Liz Miller

## Focused Student Group

**Apr 1, 2010:** Collect baseline data: % of teachers who report via quarterly questionnaire they are able to use computer lab time as designated on lab schedule to provide self paced instruction **Person:** Carol Grady

**Apr 1, 2010:** Collect baseline data: % of time teachers able to develop and use differentiated lessons during math instructional groups as per quarterly questionnaire **Person:** Carol Grady

**May 15, 2010:** Develop list of "focused academic students" listing the particular special education, free and reduced, and Hispanic students for intensive support **Person:** Barb Maitland

**May 28, 2010:** Each grade level creates a math curriculum map utilizing Singapore Math series text book **Person:** Kris Goodman

**May 28, 2010:** Grade levels will create lists of remediation and extension activities that tie in to the curriculum map per 9 weeks **Person:** Kris Goodman

**May 30, 2010:** Utilize "focus student list" in designing class lists **Person:** Barb Maitland

**Jun 18, 2010:** One teacher from each grade level will attend summer math differentiation training **Person:** Teachers

**Aug 1, 2010:** Teachers will be provided access to remediation/extension math kits to assist in planning activities **Person:** Carol Grady

**Aug 5, 2010:** Inform teachers of "focus students" in each classroom **Person:** Barb Maitland

**Aug 15, 2010:** Please See Strategy I: Focused Academic Area: Instructional Coaching: Differentiated Instruction **Person:** Liz Miller

**Aug 23, 2010:** Focus students receive small group targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Sep 1, 2010:** Math coach will schedule quarterly differentiation training sessions with grade levels **Person:** Coach/Barb Maitland

**Sep 1, 2010:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self paced computerized math program **Person:** Teachers

**Sep 2, 2010:** Differentiated lesson plan template will be created and placed on the shared drive **Person:** Math Coach

**Sep 22, 2010:** Grade level collaboration during IIB to design lessons during levelled math groups **Person:** Math Coach

**Sep 27, 2010:** Focus students receive small group targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Oct 5, 2010:** First Quarter differentiated instruction training session given by math coach **Person:** Barb Maitland/Math Coach

**Oct 6, 2010:** Grade level collaboration during IIB time to design differentiated lessons to be used during levelled math groups **Person:** Teachers

**Oct 11, 2010:** Instruction for differentiation in blocks occurs **Person:** All teachers

**Oct 13, 2010:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self paced computerized math program **Person:** Teachers

**Oct 15, 2010:** Administer post test A to determine effectiveness of differentiated strategy **Person:** Teachers

**Oct 22, 2010:** Review differentiated instruction plans by grade level for evidence of effective strategies **Person:** Math Coach

**Oct 25, 2010:** Focus students receive small group targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Nov 1, 2010:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self-paced computerized math program **Person:** Teachers

**Nov 22, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Nov 22, 2010:** Focus students receive small group targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Nov 24, 2010:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self paced computerized math program **Person:** Teachers

**Nov 30, 2010:** Collect fall data: % of teachers who report via quarterly questionnaire they are able to use computer lab time as designated on lab schedule to provide self paced instruction **Person:** Carol Grady

**Nov 30, 2010:** Collect fall data: % of time teachers able to develop and use differentiated lessons during math instructional groups as per quarterly questionnaire **Person:** Carol Grady

**Dec 1, 2010:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self-paced computerized math program **Person:** Teachers

**Dec 6, 2010:** Second quarter differentiated instruction training given by math coach **Person:** Barb Maitland/Coach

**Dec 7, 2010:** Grade level collaboration during IIB time to design lessons to be used during leveled math groups **Person:** Barb/Teachers

**Dec 13, 2010:** Instruction for differentiation in blocks occurs **Person:** All teachers

**Dec 17, 2010:** Administer Post Test B to determine effectiveness of differentiation strategy **Person:** Teachers

**Dec 27, 2010:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Dec 27, 2010:** Focus students receive small group targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Jan 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self-paced computerized math program **Person:** Teachers

**Jan 5, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self paced computerized math program **Person:** Teachers

**Jan 24, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Jan 24, 2011:** Focus students receive small group targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Feb 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self-paced computerized math program **Person:** Teachers

**Feb 28, 2011:** Focus students receive small group targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Mar 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self-paced computerized math program **Person:** Teachers

**Mar 2, 2011:** Grade level collaboration during IIB time to design differentiated lessons to be used during levelled math groups **Person:** Teachers

**Mar 3, 2011:** Third quarter differentiated instruction training session given by math coach **Person:** Math Coach

**Mar 4, 2011:** Grade level collaboration during IIB time to design differentiated lessons to be used during levelled math groups **Person:** teachers

**Mar 4, 2011:** Instruction for differentiation in blocks occurs **Person:** All teachers

**Mar 7, 2011:** Administer post test C to determine effectiveness of differentiation strategy **Person:** Teachers

**Mar 14, 2011:** Review differentiated instruction plans by grade level for evidence of effective strategies **Person:** Math coach

**Mar 28, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Apr 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self-paced computerized math program **Person:** Teachers

**Apr 25, 2011:** Focus students receive small group, targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Apr 25, 2011:** Focus students receive small group targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**May 1, 2011:** Teachers in grades 3-5 will schedule a 30 minute weekly block designated for use of self-paced computerized math program **Person:** Teachers

**May 3, 2011:** Fourth quarter differentiated instruction training session given by math coach **Person:** math coach/Barb Maitland

**May 9, 2011:** Instruction for differentiation in blocks occurs **Person:** teachers

**May 13, 2011:** Administer post test D to determine effectiveness of differentiation strategy. **Person:** Teachers

**May 16, 2011:** Review differentiated instruction plans by grade level for evidence of effective strategies **Person:** Math Coach

**May 23, 2011:** Focus students receive small group targeted interventions in demonstrated areas of need in math along with the whole group instruction **Person:** Carol Grady

**Jun 30, 2011:** Collect spring data: % of teachers who report via quarterly questionnaire they are able to use computer lab time as designated on lab schedule to provide self paced instruction **Person:** Carol Grady

**Jun 30, 2011:** Collect spring data: % of time teachers able to develop and use differentiated lessons during math instructional groups as per quarterly questionnaire **Person:** Carol Grady

## Outreach to Preschool Parent Involvement Programs

**Sep 15, 2010:** DES Kindergarten Team creates a list (to be shared with the corporation pre-school committee) of behavioral expectations for our students and how these expectations can be implemented at home to ease the transition to school. **Person:** Amy McMurry

**Oct 20, 2010:** Strategy chair meets and collaborates with corporation preschool committee. **Person:** Amy McMurry

**Nov 15, 2010:** Kindergarten Team will plan and implement a child/parent interaction event for the spring in addition to the scheduled kindergarten round-up. **Person:** Amy McMurry

**Dec 5, 2010:** Corporation preschool committee meets and establishes communication with local pre-schools (emphasis on parent involvement and curriculum). **Person:** Amy McMurry

**Dec 15, 2010:** DES kindergarten team representative meets with those preschools that feed into DES to share corporation and school specific kindergarten readiness, curriculum, and round-up activities and dates **Person:** Amy McMurry

**Jan 15, 2011:** Regular monthly contact with preschools as follow up to assure that preschools and their families are receiving the information from DES and corporation and answering any questions that may come up from both parties **Person:** Amy McMurry

**Feb 15, 2011:** Regular monthly contact with preschools as follow up to assure that preschools and their families are receiving the information from DES and corporation and answering any questions that may come up from both parties **Person:** Amy McMurry

**Feb 28, 2011:** DES Kindergarten Team creates a survey for current parents to complete requesting feedback on the pre-kindergarten involvement activities they experienced and information or activities they perceive would benefit incoming students. **Person:** Amy McMurry

**Mar 15, 2011:** Regular monthly contact with preschools as follow up to assure that preschools and their families are receiving the information from DES and corporation and answering any questions that may come up from both parties **Person:** Amy McMurry

**Mar 31, 2011:** Corporation pre-school committee will create parent involvement strategies that can be used to reach parents with students already in pre-school. **Person:** Amy McMurry

**Apr 15, 2011:** DES Kindergarten team will meet to discuss the implementation of strategies recommended by the corporation committee as well as review possible additional strategies designed to specifically meet the needs identified for incoming Dayton students. **Person:** Amy McMurry

**Apr 15, 2011:** Regular monthly contact with preschools as follow up to assure that preschools and their families are receiving the information from DES and corporation and answering any questions that may come up from both parties **Person:** Amy McMurry

**May 15, 2011:** Regular monthly contact with preschools as follow up to assure that preschools and their families are receiving the information from DES and corporation and answering any questions that may come up from both parties **Person:** Amy McMurry

## Parent Involvement

**May 1, 2010:** Identify dates for annual calendar to include minimum of three parent education meetings **Person:** Carol Grady

**Aug 20, 2010:** Curriculum design for meeting 1--reading comprehension and fluency **Person:** Carol Grady

**Aug 25, 2010:** Training session for Title support staff **Person:** Carol Grady

**Aug 25, 2010:** Training session for Title support staff **Person:** Carol Grady

**Aug 30, 2010:** Invitation to designated populations in plan **Person:** Erin Haltom

**Sep 15, 2010:** Prepare materials for meeting **Person:** Erin Haltom

**Sep 30, 2010:** Presentation **Person:** Carol Grady

**Sep 30, 2010:** Survey of Attendees to see if goals met **Person:** Carol Grady

**Dec 10, 2010:** Curriculum design for meeting 2--math problem solving **Person:** Carol Grady

**Jan 10, 2011:** Invitation to designated populations in plan **Person:** Erin Haltom

**Jan 15, 2011:** Prepare materials for meeting **Person:** Erin Haltom

**Jan 20, 2011:** Training session for Title support staff **Person:** Carol Grady

**Jan 31, 2011:** Presentation **Person:** Carol Grady

**Jan 31, 2011:** Survey of Attendees to see if goals met **Person:** Carol Grady

**Feb 15, 2011:** Curriculum design for meeting 3 **Person:** Carol Grady

**Mar 5, 2011:** Invitation to designated populations in plan **Person:** Erin Haltom

**Mar 10, 2011:** Prepare materials for meeting **Person:** Erin Haltom

**Mar 15, 2011:** Training session for Title support staff **Person:** Carol Grady

**Mar 25, 2011:** Presentation **Person:** Carol Grady

**Mar 25, 2011:** Survey of Attendees to see if goals met **Person:** Carol Grady

## Positive Behavior Support

**Mar 26, 2010:** Visit Miami Elementary **Person:** Lauri Wainscott

**Apr 1, 2010:** Collect baseline data: % of staff reporting data for those students using a Daily Progress Report **Person:** Lauri Wainscott

**Apr 1, 2010:** Collect baseline data: % of staff who submit 200 club tickets **Person:** Lauri Wainscott

**Apr 1, 2010:** Collect baseline data: % of teachers documented following office referral guidelines as per quarterly questionnaire **Person:** Lauri Wainscott

**Apr 1, 2010:** Collect baseline data: % of teachers documenting instruction of positive behaviors and routines on a quarterly basis **Person:** Lauri Wainscott

**Apr 1, 2010:** Collect baseline data: % of teachers documenting quarterly instruction of procedures as per questionnaire **Person:** Lauri Wainscott

**Apr 1, 2010:** Collect baseline data: percentage of time teachers will be able to utilize positive behavior supports as per quarterly questionnaire **Person:** Lauri Wainscott

**Apr 16, 2010:** Survey staff **Person:** Judy Ryan and Sue Duell

**Apr 30, 2010:** Develop school-wide expectations **Person:** Committee

**May 13, 2010:** Inform staff of expectations and receive feedback **Person:** Lauri Wainscott

**May 31, 2010:** Staff Meeting **Person:** Lauri Wainscott

**Jun 1, 2010:** Develop list of mystery motivators **Person:** Committee and Barb Maitland

**Jun 1, 2010:** Develop ways to acknowledge positive student behaviors **Person:** Committee

**Jun 15, 2010:** Develop lessons for teaching school-wide expectations **Person:** Lauri Wainscott

**Jun 15, 2010:** Develop log for documenting the teaching of weekly and quarterly school-wide expectations **Person:** Mike Gabauer and Kim Deranek

**Jun 15, 2010:** Develop office referral guidelines and procedures **Person:** Sarah Cornell and Leann Munoz and Barb Maitland

**Aug 10, 2010:** Collect money for incentives **Person:** Sarah Cornell and Karen Korty

**Aug 10, 2010:** Develop expectation posters for specific areas of school **Person:** Judy Ryan and Kim Deranek

**Aug 10, 2010:** Develop 200 club incentive **Person:** Judy Ryan and Barb Maitland

**Aug 10, 2010:** Develop guidelines for office referral consequences **Person:** Committee

**Aug 10, 2010:** Develop parent contact log **Person:** Lauri Wainscott and Mike Gabauer

**Aug 20, 2010:** Remind staff of SWPBS expectations and show how to document data **Person:** Lauri Wainscott

**Aug 20, 2010:** Teachers document SWPBS lessons **Person:** Lauri Wainscott and Sue Duell

**Sep 1, 2010:** Develop survey for reporting use of SWPBS **Person:** Karen Korty and Leann Munoz

**Sep 15, 2010:** Reinforce and review SWPBS strategies and data collection **Person:** Lauri Wainscott

**Oct 15, 2010:** Evaluate progress and discuss improvements **Person:** Committee

**Oct 27, 2010:** Reinforce and review SWPBS strategies and data collection **Person:** Lauri Wainscott

**Nov 30, 2010:** Analyze Data **Person:** Committee

**Nov 30, 2010:** Collect fall data: % of staff reporting data for those students using a Daily Progress Report **Person:** Lauri Wainscott

**Nov 30, 2010:** Collect fall data: % of staff who submit 200 club tickets **Person:** Lauri Wainscott

**Nov 30, 2010:** Collect fall data: % of teachers documented following office referral guidelines as per quarterly questionnaire **Person:** Lauri Wainscott

**Nov 30, 2010:** Collect fall data: % of teachers documenting instruction of positive behaviors and routines on a quarterly basis **Person:** Lauri Wainscott

**Nov 30, 2010:** Collect fall data: % of teachers documenting quarterly instruction of procedures as per questionnaire **Person:** Lauri Wainscott

**Nov 30, 2010:** Collect fall data: percentage of time teachers will be able to utilize positive behavior supports as per quarterly questionnaire **Person:** Lauri Wainscott

**Dec 8, 2010:** Reinforce and review SWPBS strategies and data collection **Person:** Lauri Wainscott

**Dec 17, 2010:** Evaluate progress and discuss improvements **Person:** Committee

**Dec 22, 2010:** Report data to staff and evaluate **Person:** Lauri Wainscott

**Jan 19, 2011:** Reinforce and review SWPBS strategies and data collection **Person:** Lauri Wainscott

**Feb 18, 2011:** Evaluate progress and discuss improvements **Person:** Committee

**Mar 2, 2011:** Reinforce and review SWPBS strategies and data collection **Person:** Lauri Wainscott

**Apr 13, 2011:** Reinforce and review SWPBS strategies and data collection **Person:** Lauri Wainscott

**Apr 22, 2011:** Evaluate progress and discuss improvements **Person:** Committee

**Jun 30, 2011:** Collect spring data: % of staff reporting data for those students using a Daily Progress Report **Person:** Lauri Wainscott

**Jun 30, 2011:** Collect spring data: % of staff who submit 200 club tickets **Person:** Lauri Wainscott

**Jun 30, 2011:** Collect spring data: % of teachers documented following office referral guidelines as per quarterly questionnaire **Person:** Lauri Wainscott

**Jun 30, 2011:** Collect spring data: % of teachers documenting instruction of positive behaviors and routines on a quarterly basis **Person:** Lauri Wainscott

**Jun 30, 2011:** Collect spring data: % of teachers documenting quarterly instruction of procedures as per questionnaire **Person:** Lauri Wainscott

**Jun 30, 2011:** Collect spring data: percentage of time teachers will be able to utilize positive behavior supports as per quarterly questionnaire **Person:** Lauri Wainscott

## Teacher Mentoring Program

**Aug 15, 2010:** See Strategy I: Focused Academic Area: Instructional Coaching: Balanced Literacy and Strategy **Person:** Carol Grady

**Aug 15, 2010:** See Strategy I: Focused Academic Area: Instructional Coaching: Differentiated Instruction **Person:** Carol Grady

# 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.

## Positive Behavior Support

### Reinforce and review SWPBS strategies and data collection

**Brief Description:** During IIB time, SWPBS are reviewed and discussed; questions are raised and problem-solved in implementation of program. Appropriate data is collected at this time.

**Intended Participants:** Teachers, Counselors, Administrators

**Dates:** Sep 15, 2010; Oct 27, 2010; Dec 8, 2010; Jan 19, 2011; Mar 2, 2011; Apr 13, 2011

**Activity Purpose:** Refinement

**Activity Format:** Talk to, Presentation

**Funding:** TSC

**Does this activity occur during the school day?** No

### Staff Meeting

**Brief Description:** Introduce High Five method of positive behavior strategies in designated areas of the school

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** May 31, 2010

**Activity Purpose:** Information, Skill Building

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

**Funding:** TSC

**Does this activity occur during the school day?** No

### Visit Miami Elementary

**Brief Description:** Teacher(s) will visit a local school already utilizing SWPBS to observe and collect strategy information

**Intended Participants:** Teachers

**Date:** Mar 26, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** TSC

**Does this activity occur during the school day?** No

## **A. Parent Involvement**

### **Training session for Title support staff**

**Brief Description:** Train staff to support the Parent Workshop curriculum by: \* addressing standards covered by reading comprehension and fluency \* teach staff to model a lesson for parents while informing parents of the components of LLI(levelled literacy intervention) lesson format and how each component supports the students' reading growth \* train staff on how to inform parents of research behind comprehension and fluency

**Intended Participants:** Other

**Date:** Aug 25, 2010

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

**Activity Format:** Talk to, Peer Coaching

**Funding:** Title I

**Does this activity occur during the school day?** Yes

### **Training session for Title support staff**

**Brief Description:** Train staff to support the Parent Workshop curriculum by: \* addressing standards covered by reading comprehension and fluency \* teach staff to model a lesson for parents while informing parents of the components of LLI(levelled literacy intervention) lesson format and how each component supports the students' reading growth \* train staff on how to inform parents of research behind comprehension and fluency

**Intended Participants:** Other

**Date:** Aug 25, 2010

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

**Activity Format:** Talk to, Peer Coaching

**Funding:** Title I

**Does this activity occur during the school day?** Yes

### **Training session for Title support staff**

**Brief Description:** Train staff to support the Parent Workshop curriculum by: \* addressing standards covered by math intervention \* teaching to model a math intervention lesson for parents with focus on components of lesson and how each component supports the intervention \* train staff on research in math learning \* train staff to demonstrate/teach at home math support activities

**Intended Participants:** Other

**Date:** Jan 20, 2011

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

**Activity Format:** Talk to, Peer Coaching

**Funding:** Title I

**Does this activity occur during the school day?** Yes

### **Training session for Title support staff**

**Brief Description:** Train staff to support the Parent Workshop curriculum by: \*giving staff overview of parent resources available through TSC and Dayton Elementary websites \* giving staff overview of specific parent information gleaned through TSC evaluation tools that utilize technology \* share websites that can be recommended for parents to use with children that support reading/math learning

**Intended Participants:**

**Date:** Mar 15, 2011

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

**Activity Format:** Talk to, Peer Coaching

**Funding:** Title I

**Does this activity occur during the school day?** Yes

## **B. Educator Training for Parent Involvement**

**How teachers can reach out to families.**

**Brief Description:** IIB training will be provided to teachers w/ goal of providing rationale for parent involvement and specific activities to reach families.

**Intended Participants:** Teachers

**Date:** Sep 1, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** Title I

**Does this activity occur during the school day?** Yes

**Standardization of classroom communication forms K-5**

**Brief Description:** Developing a standard form for use in communicating between home and school.

**Intended Participants:** Teachers

**Date:** Oct 1, 2010

**Activity Purpose:** Information

**Activity Format:** Collaborative Problem Solving

**Funding:** Title I

**Does this activity occur during the school day?** Yes

**Technology inservice for teachers**

**Brief Description:** Train teachers in ways to teach parents how to use tools available on the TSC corporation website

**Intended Participants:** Teachers

**Date:** Sep 15, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** Title I

**Does this activity occur during the school day?** Yes

### **Training for common language**

**Brief Description:** IIB training will be provided with the goal of formulating specific language for reading and math terms that will be used with families.

**Intended Participants:** Teachers

**Date:** Sep 15, 2010

**Activity Purpose:** Information

**Activity Format:** Collaborative Problem Solving

**Funding:** Title I

**Does this activity occur during the school day?** No

### **Training for parent involvement in special events**

**Brief Description:** Train staff in ways to incorporate parental involvement in fine arts, physical education, learning fair components of DES curriculum.

**Intended Participants:** Teachers

**Date:** Nov 1, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Peer Coaching

**Funding:** Title I

**Does this activity occur during the school day?** No

### **Website development training**

**Brief Description:** Staff training by webmaster in development of classroom websites with goal of providing information for families to know and assist with current curriculum being taught.

**Intended Participants:** Teachers

**Date:** Aug 30, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** na

**Does this activity occur during the school day?** Yes

## **C. Outreach to Preschool Parent Involvement Programs: Corporation pre-school committee**

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum: Curriculum Alignment**

### **Deconstruct the standards**

**Brief Description:** During IIB, teachers are presented with information about how to meet standards

**Intended Participants:** Teachers

**Date:** Sep 1, 2010

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Talk to, Professional Reading

**Funding:** Professional Development

**Does this activity occur during the school day?** Yes

#### **Differentiation coach will review current math standards and provide strategies for aligning with th**

**Brief Description:** During corporation wide Math and Differentiation training, the Coach will provide strategies for aligning curriculum with standards.

**Intended Participants:** Teachers

**Date:** Jun 14, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title I

**Does this activity occur during the school day?** No

#### **Guest Speaker to discuss new math Indiana Academic standards**

**Brief Description:** Guest speaker from Wabash Valley to discuss new math process standards

**Intended Participants:** Teachers

**Date:** May 1, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** Professional Development

**Does this activity occur during the school day?** No

#### **Math Textbook Adoption training**

**Brief Description:** Teachers may attend the week long workshop for training on how to best implement the new math curriculum.

**Intended Participants:** Teachers

**Date:** Jun 14, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** Title I

**Does this activity occur during the school day?** Yes

#### **Technology training aligning Indiana Academic Standards with assignments in electronic gradebook**

**Brief Description:** During IIB time, a TSC Technology department representative will meet with teachers to instruct them on aligning Indiana Academic Standards with assignments in TSC electronic gradebook.

**Intended Participants:** Teachers

**Date:** May 30, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** TSC

**Does this activity occur during the school day?** No

## **F. Encourage Rigorous Curriculum: Intervention Time**

### **Curriculum mapping training for Singapore Math series**

**Brief Description:** Differentiation coach will provide training during IIB time on designing curriculum maps for grade levels based on Singapore Math series and Indiana Academic standards.

**Intended Participants:** Teachers

**Date:** May 30, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** Title I

**Does this activity occur during the school day?** Yes

### **Ongoing consultation on math curriculum mapping as requested by teachers**

**Brief Description:** Coach will provide assistance and support throughout the year during her scheduled DES time every month to answer questions and provide support for the curriculum mapping process. Coach will meet with all classroom teachers and Title I teacher to review and revise activities in large and small group that meet the specific needs of the "focus list" group of students, that includes free/reduced, Hispanic, and special education students.

**Intended Participants:** Teachers

**Dates:** Aug 30, 2010; Sep 30, 2010; Oct 30, 2010; Nov 30, 2010; Dec 30, 2010; Jan 30, 2011; Mar 2, 2011; Apr 2, 2011; May 2, 2011

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Talk to, Peer Coaching

**Funding:** Title I

**Does this activity occur during the school day?** Yes

## **I. Focused Academic Area: Instructional Coaching: Balanced Literacy**

### **coaching full staff**

**Brief Description:** Literacy coach provides staff development during instructional improvement block on designated curriculum needs for Dayton

**Intended Participants:** Teachers

**Dates:** Aug 15, 2010; Sep 15, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011; Apr 15, 2011; May 15, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Presentation, Professional Reading, Collaborative Problem Solving

**Funding:** Title 1

**Does this activity occur during the school day?** Yes

### **coaching individual staff**

**Brief Description:** Literacy coach provides coaching and feedback/support for individual teachers based on teacher goals

**Intended Participants:** Teachers

**Dates:** Aug 25, 2010; Sep 25, 2010; Oct 25, 2010; Nov 25, 2010; Dec 25, 2010; Jan 25, 2011; Feb 25, 2011; Mar 25, 2011; Apr 25, 2011; May 25, 2011

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

**Activity Format:** Talk to

**Funding:** Title 1

**Does this activity occur during the school day?** Yes

## **I. Focused Academic Area: Instructional Coaching: Differentiated Instruction**

### **Attend corporation sponsored training on differentiated instruction**

**Brief Description:** The corporation will sponsor training by math education specialists and differentiation coach with goal of designing differentiated math instruction using newly adopted Singapore math series

**Intended Participants:** Teachers

**Date:** Jun 14, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title I

**Does this activity occur during the school day?** No

### **Meet with differentiated instruction coach to determine effectiveness of strategy and revise as need**

**Brief Description:** Coach will meet with teachers to assess progress toward goal of differentiated instruction in math. Sessions will focus on student needs as shown on assessments, and how to design and evaluate curriculum to match the needs

**Intended Participants:** Teachers

**Dates:** Oct 18, 2010; Dec 19, 2010; Mar 14, 2011; May 16, 2011

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Talk to, Peer Coaching, Collaborative Problem Solving

**Funding:** Title I

**Does this activity occur during the school day?** No

### **Teachers will receive training from math instructional coach on strategies for differentiation.**

**Brief Description:** Coach will meet with teachers to assess progress toward goal of differentiated instruction in math. Sessions will focus on student needs as shown on assessments, and how to design and evaluate curriculum to match the needs

**Intended Participants:** Teachers

**Date:** Sep 20, 2010

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Talk to, Peer Coaching, Collaborative Problem Solving

Funding: Title One

Does this activity occur during the school day? Yes

## **L. Early Childhood Transition**

No professional development is needed for this strategy.

## **O. Extended Learning Activities**

No professional development is needed for this strategy.

## **P. Teacher Mentoring Program**

No professional development is needed for this strategy.

## **T. Annual Parent Meeting**

No professional development is needed for this strategy.

## **U. Focused Student Group**

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... Staff are not teaching the Indiana Standards.**

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

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

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

- F. Encourage Rigorous Curriculum: Curriculum Alignment

#### **We are concerned that... Student behavior is interfering with learning.**

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

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

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

- Positive Behavior Support

#### **We are concerned that... Timely Additional Assistance**

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

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

### **Required Areas of Concern**

#### **A. Parent Involvement (SW)**

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

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)

- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting
- L. Early Childhood Transition
- B. Educator Training for Parent Involvement
- E. Parent Information Resource Center Website: Title I Web Page Link
- A. Parent Involvement
- Q. School-Parent Involvement Policy

## **B. Educator Training (SW)**

**Data Targets Influenced by This Concern:**

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (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:**

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)

**Strategies to Impact This Concern:**

- L. Early Childhood Transition
- C. Outreach to Preschool Parent Involvement Programs: Corporation pre-school committee

## **E. Parent Information Resource Center Website (SW)**

**Data Targets Influenced by This Concern:**

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting
- E. Parent Information Resource Center Website: Title I Web Page Link

## **F. Encourage Rigorous Curriculum (PL221, SW)**

**Data Targets Influenced by This Concern:**

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Curriculum Alignment
- F. Encourage Rigorous Curriculum: Intervention Time

## **I. Focused Academic Area (PL221, SW)**

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

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

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

- F. Encourage Rigorous Curriculum: Intervention Time
- I. Focused Academic Area: Instructional Coaching: Balanced Literacy
- I. Focused Academic Area: Instructional Coaching: Differentiated Instruction
- U. Focused Student Group
- P. Teacher Mentoring Program

## **J. Instruction by Highly Qualified Teachers (SW)**

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

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

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

- J. Instruction by Highly Qualified Teachers: Corporation Expectation of Highly Qualified Teachers/Instructional Assistants

## **K. Attracting Highly Qualified Teachers (SW)**

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

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

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

- K. Attracting Highly Qualified Teachers
- K. Attracting Highly Qualified Teachers: Recruitment Visits

## **L. Early Childhood Transition (SW)**

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

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)

**Strategies to Impact This Concern:**

- L. Early Childhood Transition

**M. Parent Notice - Assessment Results (SW)****Data Targets Influenced by This Concern:**

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

**Strategies to Impact This Concern:**

- M. Parent Notice - Assessment Results: Assessment Distribution

**N. Parent Notice - School in Improvement (In Improvement)****Data Targets Influenced by This Concern:**

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass 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:**

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)

**Strategies to Impact This Concern:**

- O. Extended Learning Activities

**P. Teacher Mentoring Program (In Improvement)****Data Targets Influenced by This Concern:**

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).

**Strategies to Impact This Concern:**

- P. Teacher Mentoring Program

## **Q. School-Parent Involvement Policy (SW)**

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

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

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

- T. Annual Parent Meeting
- Q. School-Parent Involvement Policy

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

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

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass 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:**

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass 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 in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

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

- T. Annual Parent Meeting
- S. School-Parent Compact

## **T. Annual Parent Meeting (SW)**

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

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)

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

- T. Annual Parent Meeting

## **U. Focused Student Group (PL221, SW)**

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

- All students in grades 3, 4, and 5 -- earn mastery in problem solving on math ISTEP (seat data)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass ISTEP math (AYP)
- Special education students in grades 3, 4, and 5 -- pass ISTEP language arts (AYP).
- Special education students in grades 3, 4, and 5 -- pass ISTEP math (AYP).

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

- I. Focused Academic Area: Instructional Coaching: Differentiated Instruction
- U. Focused Student Group

## **V. Peer Review for SIP (In Improvement)**

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

- Free/reduced lunch students in grades 3- 5 -- pass ISTEP language arts (AYP)
- Free/reduced lunch students in grades 3- 5 -- pass ISTEP math (AYP)
- Hispanic students in grades 3, 4, and 5 -- pass 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.

A. Where is the public copy of your school's curriculum located?	School Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	n/a
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	mclass, acuity, running records, star reading, classroom grades
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	InSAI Expectations Assessment; InSAI Curriculum Assessment; InSAI Instruction Assessment; InSAI Classroom Assessment; InSAI Extra Help Assessment; InSAI Guidance Assessment; InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	In Indiana we do not consolidate programs, we coordinate funds
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?	Our district is not required to set aside 10% of the district's Title I funds at this time. Our school does set aside 10% of the school's title I funds to support high quality professional development focused on meeting adequate yearly progress in our school.

## 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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