

School Improvement Plan - PL221 Version - 2008-2011

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Loge Elementary School (8777)

Warrick County School Corp

Boonville, 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

Loge Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- Title I School Wide
- No Child Left Behind

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT	Required	Location in this Plan
1 Description and location of curriculum	✓	Force Field Excerpt *
Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2 Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3 Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4 Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
Conclusion – Professional development	✓	Professional Development
5 Goal – Attendance rate	✓	Strategy Summary (Strategy D)
Goals - % meeting ISTEP Standards	✓	Academic Goals
Goals - % graduating (high schools only)	✓	Academic Goals
6 Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7 Benchmarks for progress	✓	Academic Goals
8 Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9 Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10 Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11 Statutes and rules to be waived	✓	Force Field Excerpt *
12 Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13 Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14 Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Christy Barnett - Parent/Guardian
- Cindy Batts - Community
- Lori Dormeier - Teacher
- Jamie Pryor - Teacher
- Lisa Sharp - Teacher
- Nancy Shelton - Teacher
- Lynn Snodgrass - Teacher
- Marty Watson - Administrator
- Rich Wootton - School

Strategy Chairs

- Jana Daub
- Lori Dormeier
- Sara Kuebler
- Jana Miles
- Jamie Pryor
- Lisa Sharp
- Nancy Shelton
- Lynn Snodgrass
- Malinda Stutsman
- Lisa Taylor
- Heather Warner
- Marty Watson
- Rich Wootton

Community Council

- Lisa Alexander - Computers
- Kim Barclay - PTO President
- Kristi Barnett - Nurse
- Cindy Batts - Owner
- David Batts - Owner
- Janet Burgess
- Becky Buxton - Admissions Office
- Eric Conner - Business Owner
- Brian Dormeier - Loss Control
- Gail Greattinger - teacher
- Tamera Greer - Owner
- Mayor Pam Hendrickson - Mayor
- Rev. Jim Ingram - Minister
- Rev. Kevin Morris - Minister
- Mark Phillips - Lawyer
- Jamie Rohrscheib - Parent
- Elizabeth Rudolph
- Cindy Saltzman - Administrator

- Daryl Saltzman - Police Chief
- Brad Schneider - Superintendent
- Keith Shelton - Insurance Sales
- Dennis Sutton - Computers

Vision Statement

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

We believe all students deserve:

supportive faculty members who are positive role-models and treat students fairly while making them feel successful. They deserve authentic learning experiences from a challenging curriculum in an atmosphere of high expectations. We believe students deserve diversified well balanced instruction based on multiple assessments. We believe all students deserve extended learning opportunities to reach academic success. Students deserve current technology, classroom resources, and access to supplies. They deserve to feel safe and secure in a disciplined environment.

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

all teachers, parents, and community members place a high value on education. They actively communicate these expectations by creating a positive motivational atmosphere where children are accepted, encouraged, and challenged. All teachers are enthusiastic about their jobs, are knowledgeable of current best practice research and core standards, and are prepared to meet individual needs. Adults provide consistent structure with expectations that follow the pillars of good character: trustworthiness, respect, fairness, caring, responsibility, and citizenship. Parents and community members are actively engaged in the learning community through volunteering time, mentoring, tutoring, and providing resources.

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

abide by the pillars of good character: trustworthiness, respect, fairness, caring, responsibility, and citizenship. They are highly engaged in their educational process, self-disciplined, and willing to work cooperatively in the school and community environments. Students will set goals to achieve academic mastery. All students accept challenges, show motivation, and work to the best of their ability to achieve individual goals. They will attend school daily and promptly ready to learn and have a positive impact.

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

- % of students who pass I-STEP Math: 100%
- % of students who pass I-STEP Language Arts: 100%
- % of students who read at or above grade level: 100%
- % of students who perform at or above grade level in math: 100%
- % of students who pass I-STEP Writing: 100%
- % of students who earn mastery grades of B or higher: 100%

Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75.4%		76.5%	79%		81%		82%		83%		100%

All ISTEP Language Arts Tests - Calculated Average Percent Passing ISTEP (all tested grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			75%		78%	79%		81%		82%		100%

All ISTEP Language Arts Tests - Calculated Average Percent Passing ISTEP Comprehension (all tested grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			75%		80%	82%		83%		85%		100%

All ISTEP Math Tests - Calculated Average Percent Passing ISTEP (all tested grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			78%		78%	80%		81%		83%		100%

All ISTEP Math Tests - Calculated Average Percent Passing ISTEP Computation (all tested grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			78%		76%	78%		80%		81%		100%

All Students with IEPs, Grades 3-6 - Calculated Average Percent Passing ISTEP Language Arts (all tested grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			34%		47%	54%		61%		62%		100%

All Students with IEPs, Grades 3-6 - Calculated Average Percent Passing ISTEP Math (all tested grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			63%		49%	53%		54%		56%		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Focus Instruction and Curriculum/Math

Community Council members expressed concern that there is a lack of mathematics-focused programs in the school. Their concerns related to the need in a Global Marketplace for mathematics skills.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

N. Parent Notice of "School in Improvement"

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

V. Peer Review for SIP

Strategies

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

Required Strategies

A. Parent Involvement

Having implemented family and parental involvement activities in previous years, our strategy is to maintain and further expand our efforts. Coordinated by the Title I teachers in cooperation with the Parent Teacher Organization and Community Council, activities to encourage family involvement will continue. These activities will include Family Literacy Night, School Web Site, Family Welcome Night, Parent-Teacher Conferences, and Spring Festival. These activities will begin in August and take place throughout the 08-09 school year.

B. Technology Coordination

Increase the availability of computers in the classroom in order to provide remediation and interventions for students by securing grants throughout the school year.

C. Safe and Disciplined Learning Environment

Create a demerit behavior plan (for grades 4-6) and discipline referral form (for grades K-2) to provide consistency throughout the school. Expectations will be raised and consequences will be carried through for the entire school year.

D. Attendance

In an effort to maintain high attendance performance, students who are absent 10 days are referred to the school Social Worker for contact. After 15 days, the Social Worker will have a follow-up visit or a call from the Principal will take place. At 20 days absent, there is another follow-up. At 30 days absent, there will be an administrative hearing.

G1. Exceptional Learners - Gifted

Students are identified at the conclusion of their 3rd, 4th, and 5th grade years. Teachers complete a packet on information on the students which includes, ISTEP+ scores, IQ, Terra Nova scores, classroom performance. These results are then given to a school corporation committee to evaluate the information submitted from the classroom teachers. Selected students are then put into a Gifted and Talented Class where they are instructed by a teacher licensed in that area.

G2. Exceptional Learners - Special Education

Students are referred to an intervention team at the school level who will recommend strategies of implementation to address the areas of concern for the student. The student will be monitored over a one month period, and then the strategies are re-evaluated. At that time, the student can be referred for psychological testing. Then, the psychological service provider has 60 days to complete testing. At the conclusion of testing, there will be a case-conference with all stakeholders to determine placement for the student. In an effort to raise the achievement of special education students, we are currently implementing a number of strategies. First, reading instruction in the first hour of the school day includes the special education students participating in the on-grade-level curriculum with the assistance of teaching aides and Title I teachers for small group work. Also, these students are invited to attend two-weeks of summer school and a one-on-one after-school remediation program prior to ISTEP+ testing. Finally, students who are receiving special education services are invited to participate in Read 180 after school.

H. Cultural Competency

In the area of Cultural Competency, we, as a school, will focus on two groups: families living in poverty and people with disabilities. First, in the area of poverty, new teachers will be trained using Ruby Payne's Poverty in the Classroom series. Teachers will also be provided current research and literature in the area of poverty. Materials and resources will be made available to all parents regarding this cultural issue. Next, to increase the cultural competency of our children and adults in the area of people with disabilities, we will continue to recognize disabilities awareness day and address the area using our Character Counts program. Understanding of specific racial and ethnic groups will be addressed in individual classrooms, using the context of the Social Studies and Language Arts curriculums.

I. Focused Instruction / Curriculum: Daily Four Components of Math

Regular classroom teachers in grades K-6 will divide their daily Math instructional time into these four components based on the 4-Frame Math model: Calendar Math, Daily Review, Problem of the Day, and direct instruction. *Calendar math consists of spending about 10 minutes daily on repetitive practice, reviewing mathematical standards, analyzing patterns, and exploring mathematical relationships through the use of a calendar. *Daily Review will consist of teachers reviewing basic skills with their students for approximately 10 minutes. This review is based on the needs of the students. *Problem of the Day consists of teachers spending about 10 minutes teaching students how to be problem solvers and modeling various problem solving techniques. Sample problems for this can come from the applied skills section of the ISTEP+. *Direct instruction consists of teachers spending about 20-30 minutes teaching the Indiana Academic Standards in mathematics.

I. Focused Instruction / Curriculum: Reading Block

Teachers will provide a daily reading instructional block throughout the school year. This block will implement the reading components of vocabulary, comprehension skills, and assessments.

J. Instruction by Highly Qualified Teachers

All current and new-hire teachers and aides at Loge Elementary are Highly-Qualified according to the NCLB guidelines. Teachers and aides have met the requirements through Indiana's HOUSSE rubric, provided by the state.

K. Attracting Highly Qualified Teachers

Warrick County School Corporation policy limits the hiring of new teachers to only those who are Highly Qualified prior to the start of the school year.

L. Early Childhood Assistance

The early childhood committee will facilitate one to two parent workshops per semester. The workshops will provide parents with community resource information, guest speakers, and information to help their children become more successful in school.

M. Assessment Results to Parents

Parents receive ISTEP+ results with a letter of explanation. The parents of students who fail ISTEP+ also have a conference with the student's teacher regarding remediation. In the fall, all parents meet with their child's teacher to discuss the student's academic progress. Parents can also access student grades at any time using the PIV program. Parents receive a letter at the beginning of the year to explain the program. In SSP, students maintain folders which outline the test results for each standard covered. These folders can be taken home and viewed by parents at any time.

N. Parent Notice of "School in Improvement"

CHOICE Title I schools not making AYP for two consecutive years in the same subject area in any student group enter Year One of school improvement. Schools at Year One must be given written notification to parents of students enrolled of the school's improvement status and offer all students the option of transferring to a school within the district (including a public charter school) that is not in school improvement. These letters, produced and distributed at the corporation level, are distributed in April.

O. Extended Learning Activities

Current opportunities for extended learning will continue. In the fall, teachers will provide before or after school tutoring to students who did not pass ISTEP+ the previous year. Also, students will be invited to attend summer school for two weeks prior to the school year. Read 180 is also offered to students who are reading below grade level.

P. Teacher Mentoring Program

Teachers in grades K-6, along with specialty teachers and paraprofessionals, meet on a regular basis to mentor and collaborate one another on all issues, including curriculum, discipline, standards, and upcoming events. Teachers work in a partnership with one another to utilize the individual strengths of each teacher. These meetings, both formal and informal, are a key component of the school's mentoring program.

Q. School-Parent Involvement Policy

Each year the school reviews its Parent Involvement Policy with a committee of teachers, parents, and administrators. The revised policy is then distributed to parents for their approval and signature. There is also a corporation Parent Involvement Policy that is reviewed and distributed to parents.

R. Parent Right-to-Know Letter

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6)parents at Loge Elementary School receive a PARENTS' RIGHT TO KNOW, this is a notification from the school district to every parent of a student in a Title I school 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 information regarding the professional qualifications of their student's classroom teachers shall include the following: • If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; • If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; • The teachers baccalaureate degree major, graduate certification, and field of discipline; and • Whether the student is provided services by paraprofessionals, and if so, their qualifications If at any time their student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, they will be notified by the school of this information.

S. School-Parent Compact

Once per year, Parents at Loge School jointly develop/revise a Parent Compact that outlines how the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children master the Indiana Academic Standards.

T. Annual Parent Meeting

As a school served under Title I, Part A Loge, along with the other Title I schools in the corporation convenes an annual meeting during the first month of school, at a time convenient for parents to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, Loge invites to this meeting all parents of children participating in Title I, Part A programs and encourages them to attend.

U. Targeted Assistance

Each fall, students are identified for Title I purposes using the recommended rubric from the DOE. Each student in grades K-6 is ranked based on two assessments for both Language Arts and Math. After students are ranked, students with the highest need are then targeted for instruction from the Title I teachers. Regarding the assistance toward our AYP need group, Special Education Language Arts, we are providing multiple opportunities for remediation. First, these students are invited to attend two weeks of summer school for intensive instruction from Highly Qualified teachers in the area of Language Arts. Next, these students receive after school, one-on-one instruction through our "Wildcat Academy", in the weeks prior to ISTEP+ testing. Also, these students are invited to participate in Read 180 as an after-school program. Finally, these students are receiving on-grade-level instruction along-side their peers for the one-hour of reading each day.

V. Peer Review for SIP

Each year, when the School Improvement Plan is complete, it is submitted to a group of local elementary teachers, administrators, and community members for their review. They will evaluate the plan using the Peer Review Checklist provided from the DOE. It specifies the Ten Components of School Improvement Plan.

Professional Development

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

A. Parent Involvement

No professional development is needed for this strategy.

B. Technology Coordination

Professional Development Activity	Funding	Activity Purpose
<i>Grant Workshop</i>	Source: PL221 Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Learn to write grants	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Lead Technology Information Demonstration</i>	Source: NA Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will be able to learn how to implement PowerPoint through LCD projectors	Teachers	Presentation/Workshop

C. Safe and Disciplined Learning Environment

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will be trained on use of the computer demerit system</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Training for grades 4,5,6 teachers on Loge Demerit Behavior Plan	Teachers Counselors Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Teacher training on use of the Discipline Referral Form for K-3 teachers</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Training for grades K-3 teachers on Loge Discipline Referral Form	Teachers Counselors Administrators	Talk to Presentation/Workshop

I. Focused Instruction / Curriculum: Daily Four Components of Math

Professional Development Activity	Funding	Activity Purpose
<i>Teacher training on 4-Frame Math and Rocket Math</i>	Source: NA Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Some teachers will visit other schools to observe Math instruction.	Teachers	Networking/Site Visit

I. Focused Instruction / Curriculum: Reading Block

Professional Development Activity	Funding	Activity Purpose
<i>Teacher training on the four components of the reading block</i>	Source: Title I/P.L. 221 Amount: \$2,000	Information Skill Building
Brief Description	Intended Participants	Activity Format
Provide teachers with proper training in each component area of the reading block.	Teachers	Presentation/Workshop Professional Reading

L. Early Childhood Assistance

Professional Development Activity	Funding	Activity Purpose
<i>Best practices study group sessions</i>	Source: PL 221 Amount: \$200	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers in Developmental Kindergarten and kindergarten will attend study group sessions to study current best practices.	Teachers	Study Group Professional Reading

O. Extended Learning Activities

No professional development is needed for this strategy.

P. Teacher Mentoring Program

No professional development is needed for this strategy.

U. Targeted Assistance

No professional development is needed for this strategy.

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Focus Instruction and Curriculum/Math

Data Targets Influenced by This Concern:

- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Daily Four Components of Math

Required Areas of Concern

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

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- L. Early Childhood Assistance
- A. Parent Involvement

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- H. Cultural Competency

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

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP Comprehension (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Reading Block
- I. Focused Instruction / Curriculum: Daily Four Components of Math

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- L. Early Childhood Assistance

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- M. Assessment Results to Parents

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

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- N. Parent Notice of "School in Improvement"

O. Extended Learning Activities (Title I, NCLB)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- O. Extended Learning Activities

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Language Arts (all tested grades)
- All Students with IEPs, Grades 3-6 -- Calculated Average Percent Passing ISTEP Math (all tested grades)

Strategies to Impact This Concern:

- U. Targeted Assistance

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- All ISTEP Language Arts Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)

Strategies to Impact This Concern:

- V. Peer Review for SIP

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	A copy of the specific grade level curriculum is available for review in the school library.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Grade 3 - I-STEP, Terra Nova Grade 4 - I-STEP Grade 5 - I-STEP Grade 6 - I-STEP, Terra Nova	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	NCLB, PL 221, InSAI	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Early Childhood Assistance

Mar 3, 2008: Survey parents about incentives to attend workshops
Person: Malinda Stutsman, Heather Warner
Activity: Parent Workshops

Mar 3, 2008: Survey parents about topics of interest for workshops
Person: Malinda Stutsman, Heather Warner
Activity: Parent Workshops

Mar 3, 2008: Write, distribute and tally survey
Person: Malinda Stutsman, Lori Doremeier, Heather Warner
Activity: Parent Workshops

Mar 10, 2008: Stuff information packets for parents
Person: Office
Activity: Kindergarten Round-Up

Mar 24, 2008: Discuss information with parents
Person: Office, principal
Activity: Kindergarten Round-Up

Mar 24, 2008: Distribute packets
Person: Office
Activity: Kindergarten Round-Up

Mar 24, 2008: Distribute parent surveys
Person: Malinda Stutsman
Activity: Kindergarten Round-Up

Apr 3, 2008: Parent surveys
Person: Heather Warner, Katie Chandler, and Krista Miller
Activity: Collect baseline data

Apr 3, 2008: Parent surveys
Person: Malinda Stutsman
Activity: Collect baseline data

Apr 23, 2008: Brainstorm community resources
Person: Heather Warner, Cyndi Saltzman, Jesse Borden
Activity: Parent Workshops

Apr 28, 2008: Discuss expectations of kindergarten with preschool students
Person: Katie Chandler, Heather Warner, Krista Miller
Activity: Preschool Class Visit

Apr 28, 2008: Guide a presentation for kindergarten students to tell about what they learned in kindergarten
Person: Heather Warner, Krista Miller, Katie Chandler
Activity: Preschool Class Visit

Apr 28, 2008: Preschool visits future kindergarten classes/teachers
Person: Preschool teachers
Activity: Preschool Class Visit

- Apr 30, 2008:** Type directions for packet
Person: Heather Warner, Krista Miller
Activity: Summer Review Packets
- May 2, 2008:** Find developmentally appropriate activities
Person: Heather Warner, Krista Miller, Katie Chandler
Activity: Summer Review Packets
- May 5, 2008:** Make copies of packet for incoming students
Person: Heather Warner, Krista Miller, Paulette Conner
Activity: Summer Review Packets
- May 7, 2008:** Contact Community Resources
Person: Committee
Activity: Parent Workshops
- May 7, 2008:** Select dates for workshops
Person: Sherri Wrinn
Activity: Parent Workshops
- May 8, 2008:** Distribute and explain kindergarten standards to parents
Person: Katie Chandler, Heather Warner
Activity: Summer Review Packets
- May 9, 2008:** Explain and distribute packets to parents and students
Person: Heather Warner and Katie Chandler
Activity: Summer Review Packets
- May 10, 2008:** Talk to parents in person about packets
Person: Heather Warner and Katie Chandler
Activity: Summer Review Packets
- May 14, 2008:** Select topics for workshops
Person: Committee
Activity: Parent Workshops
- May 16, 2008:** Write Grants
Person: Malinda Stutsman, Lori Doremeier
Activity: Parent Workshops
- Aug 15, 2008:** Provide rewards for returned packets
Person: Heather Warner, Katie Chandler
Activity: Summer Review Packets
- Aug 20, 2008:** Advertise for workshops
Person: Krista Miller, Katie Chandler, Heather Warner
Activity: Parent Workshops
- Aug 30, 2008:** Collaborate about reading of best practices
Person: Heather Warner, Katie Chandler, Sherri Wrinn
Activity: Best practices study group sessions
- Aug 30, 2008:** Collaborate about workshops
Person: Committee
Activity: Parent Workshops
- Aug 30, 2008:** Collaborate with community resources
Person: Committee
Activity: Parent Workshops

- Aug 30, 2008:** Provide information about workshops to parents
Person: Heather Warner, Katie Chandler
Activity: Parent Workshops
- Aug 30, 2008:** Use check-off list to keep track of turned in packets
Person: Heather Warner and Katie Chandler
Activity: Summer Review Packets
- Sep 17, 2008:** Advertise for workshops
Person: Krista Miller, Katie Chandler, Heather Warner
Activity: Parent Workshops
- Sep 30, 2008:** Type community resource booklet for parents
Person: Jesse Borden
Activity: Parent Workshops
- Oct 1, 2008:** Make copies of community resource booklet
Person: Paulette Conner
Activity: Parent Workshops
- Oct 15, 2008:** Advertise for workshops
Person: Krista Miller, Katie Chandler, Heather Warner
Activity: Parent Workshops
- Oct 15, 2008:** Conduct workshop one
Person: Committee
Activity: Parent Workshops
- Oct 30, 2008:** Study current research in preparing incoming students for kindergarten
Person: Heather Warner, Katie Chandler, Sherri Wrinn
Activity: Best practices study group sessions
- Oct 30, 2008:** Study current research in preparing incoming students for kindergarten
Person: Committee
Activity: Parent Workshops
- Nov 18, 2008:** Advertise for workshops
Person: Krista Miller, Katie Chandler, Heather Warner
Activity: Parent Workshops
- Nov 19, 2008:** Parent surveys
Person: Malinda Stutsman and Lori Doremeier
Activity: Collect first semester/trimester follow up data
- Nov 19, 2008:** Parent surveys
Person: Malinda Stutsman and Lori Doremeier
Activity: Collect first semester/trimester follow up data
- Dec 17, 2008:** Advertise for workshops
Person: Krista Miller, Katie Chandler, Heather Warner
Activity: Parent Workshops
- Dec 17, 2008:** Copy, distribute and tally survey for first workshop
Person: Committee
Activity: Parent Workshops
- Dec 31, 2008:** Study current research in preparing incoming students for kindergarten
Person: Heather Warner, Katie Chandler, Sherri Wrinn
Activity: Best practices study group sessions

- Dec 31, 2008:** Study current research in preparing incoming students for kindergarten for second workshop
Person: committee
Activity: Parent Workshops
- Jan 14, 2009:** Advertise for workshops
Person: Krista Miller, Katie Chandler, Heather Warner
Activity: Parent Workshops
- Jan 22, 2009:** Conduct workshop two
Person: Committee
Activity: Parent Workshops
- Feb 18, 2009:** Advertise for workshops
Person: Krista Miller, Katie Chandler, Heather Warner
Activity: Parent Workshops
- Mar 4, 2009:** Study current research in preparing incoming students for kindergarten
Person: Heather Warner, Katie Chandler, Sherri Wrinn
Activity: Best practices study group sessions
- Mar 4, 2009:** Study current current research for workshop three to prepare students for kindergarten
Person: committee
Activity: Parent Workshops
- Mar 12, 2009:** Conduct workshop three
Person: Committee
Activity: Parent Workshops
- Mar 18, 2009:** Advertise for workshops
Person: Krista Miller, Katie Chandler, Heather Warner
Activity: Parent Workshops
- Apr 22, 2009:** Advertise for workshops
Person: Krista Miller, Katie Chandler, Heather Warner
Activity: Parent Workshops
- May 13, 2009:** Copy,distribute, and tally survey for second and third workshops
Person: Committee
Activity: Parent Workshops
- May 15, 2009:** Parent surveys
Person: Malinda Stutsman and Lori Doremeier
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Parent surveys
Person: Malinda Stutsman and Lori Doremeier
Activity: Collect final semester/trimester follow up data

Extended Learning Activities

- Apr 4, 2008:** Create List of Students to Invite
Person: Lisa Sharp
Activity: Organize Summer School
- May 1, 2008:** Collect Permission Slips
Person: Malinda Stutsman
Activity: Organize Summer School
- Jul 1, 2008:** Send Reminder Post-Cards
Person: Lisa Sharp
Activity: Organize Summer School

Aug 10, 2008: Create and Distribute Flyers

Person: Jamie Pryor

Activity: Keep Teachers Informed

Aug 10, 2008: Create List of Students (non-passers from previous school year) to Invite

Person: Lisa Sharp

Activity: Organize Wildcat Academy

Aug 15, 2008: Create List of Volunteer Teachers to Partner with Students

Person: Jamie Pryor

Activity: Organize Wildcat Academy

Aug 22, 2008: Send out Information to Teachers and Students

Person: Malinda Sutsman

Activity: Organize Wildcat Academy

Focused Instruction / Curriculum

Jan 28, 2008: Include a steering team member and a grade level representative on the committee.

Person: M. Watson

Activity: Strategy Committee

Jan 30, 2008: Include a steering team member and a grade level representative on the committee

Person: Marty Watson

Activity: Strategy committee

Mar 17, 2008: Distribute survey to teachers

Person: S. Kuebler

Activity: Survey

Mar 17, 2008: Prepare, distribute, collect, and evaluate survey.

Person: S. Kuebler

Activity: Survey

Mar 18, 2008: Distribute survey to teachers

Person: Jana Miles

Activity: Collect baseline data

Mar 18, 2008: Prepare, distribute, collect, and evaluate survey.

Person: Jana Miles

Activity: Survey

Mar 21, 2008: Collect Survey from teachers

Person: S. Kuebler

Activity: Survey

Mar 25, 2008: Collect survey from teachers

Person: Jana Miles

Activity: Collect baseline data

Mar 25, 2008: Evaluate Survey for teachers who self report that they implement the reading components

Person: S. Kuebler

Activity: Survey

Mar 27, 2008: Evaluate survey to see which teachers are self reporting that they do the 4 daily components of math

Person: Jana Miles

Activity: Collect baseline data

- Apr 4, 2008:** Find out how much funding is available
Person: Jamie Pryor
Activity: Funding
- Apr 10, 2008:** Contact schools and organize observations
Person: Jan Schmitt, Jamie Pryor, Travis Strange
Activity: Teacher training on 4-Frame Math and Rocket Math
- Apr 16, 2008:** Explain strategy details to faculty
Person: Jana Miles
Activity: Talk to
- Apr 16, 2008:** Explain strategy details to faculty.
Person: S. Kuebler
Activity: Talk to
- May 23, 2008:** Find out how much funding is available
Person: T. Scott/M. Tubbs
Activity: Funding
- May 23, 2008:** Coordinate aides for grade level reading blocks.
Person: B. Parker/S. Pemberton/J. Ellis
Activity: Scheduling
- May 23, 2008:** Stagger reading times among grade levels.
Person: B. Parker/S. Pemberton/J. Ellis/N. Shelton
Activity: Scheduling
- Aug 8, 2008:** Create a power point presentation outlining the key components of the 4-Frame model of Math.
Person: Jamie Pryor, Jana Miles
Activity: Presentation
- Aug 8, 2008:** Create a powerpoint presentation outlining the key components of the reading block.
Person: S. Kuebler/B. Parker
Activity: Presentations
- Aug 8, 2008:** Distribute handout of aides and schedules.
Person: C. Woolsey
Activity: Scheduling
- Aug 8, 2008:** Create agendas for grade level and cross grade level meetings.
Person: Jamie Pryor, Jana Miles
Activity: Small group faculty discussion
- Aug 8, 2008:** Create agendas for grade level and cross grade level meetings.
Person: M. Holland
Activity: Small group faculty discussions
- Aug 8, 2008:** Provide teachers with proper training in each component area of the reading block.
Person: T. Scott/M. Tubbs
Activity: Teacher training on the four components of the reading block
- Aug 9, 2008:** Research best practices of each component.
Person: N. Shelton
Activity: Research
- Aug 11, 2008:** Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers.
Person: Pam Mosbey, Jan Schmitt, Dale Bufkin, Jana Miles, Travis Strange, Jamie Pryor, Tiffany Williams
Activity: Ask for feedback

- Aug 11, 2008:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback
- Aug 11, 2008:** Provide copies of ISTEP+ Applied Skills questions for teachers in grades K-2 to adapt.
Person: Pam Mosbey, Jan Schmitt
Activity: Problem of the Day
- Aug 11, 2008:** Provide copies of the ISTEP+ Applied Skills questions for teachers in grades 3-6.
Person: Dale Bufkin, Jana Miles, Jamie Pryor, Travis Strange
Activity: Problem of the Day
- Aug 11, 2008:** Provide calendar materials for those teachers that need them.
Person: Jana Miles, Jamie Pryor
Activity: Provide materials
- Sep 8, 2008:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback
- Oct 13, 2008:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback
- Nov 9, 2008:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback
- Nov 19, 2008:** Distribute survey to teachers
Person: Jana Miles
Activity: Collect first semester/trimester follow up data
- Nov 19, 2008:** Distribute survey to teachers
Person: S. Kuebler
Activity: Collect first semester/trimester follow up data
- Nov 24, 2008:** Collect survey from teachers
Person: Jana Miles
Activity: Collect first semester/trimester follow up data
- Nov 25, 2008:** Collect Survey from teachers
Person: S. Kuebler
Activity: Collect first semester/trimester follow up data
- Dec 3, 2008:** Evaluate Survey for teachers who self report that they implement the reading components
Person: S. Kuebler
Activity: Collect first semester/trimester follow up data
- Dec 3, 2008:** Evaluate survey to see which teachers are self reporting that they do the 4 daily components of math
Person: Jana Miles
Activity: Collect first semester/trimester follow up data
- Dec 8, 2008:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback
- Jan 12, 2009:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback

- Feb 9, 2009:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback
- Mar 9, 2009:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback
- Apr 13, 2009:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback
- Apr 15, 2009:** Distribute survey to teachers
Person: Jana Miles
Activity: Collect final semester/trimester follow up data
- Apr 15, 2009:** Distribute survey to teachers
Person: S. Kuebler
Activity: Collect final semester/trimester follow up data
- Apr 22, 2009:** Collect survey from teachers
Person: Jana Miles
Activity: Collect final semester/trimester follow up data
- Apr 22, 2009:** Collect Survey from teachers
Person: S. Kuebler
Activity: Collect final semester/trimester follow up data
- Apr 24, 2009:** Evaluate Survey for teachers who self report that they implement the reading components
Person: S. Kuebler
Activity: Collect final semester/trimester follow up data
- Apr 24, 2009:** Evaluate survey to see which teachers are self reporting that they do the 4 daily components of math
Person: Jana Miles
Activity: Collect final semester/trimester follow up data
- May 11, 2009:** Ask grade level representatives to frequently mentor and discuss progress with their grade level.
Person: M. Tubbs/T. Scott/B. Parker/S. Kuebler/N. Shelton/M. Holland
Activity: Ask for feedback

Parent Involvement

- , 2005:** Figure Attendance
Person: Malinda Stutsman
Activity: Collect final semester/trimester follow up data
- Feb 29, 2008:** Organize Results
Person: Malinda Stutsman
Activity: Collect baseline data
- Jul 29, 2008:** Plan and Organize Family Literacy Night
Person: Lisa Sharp
Activity: Plan and Coordinate Family Involvement Activities
- Jul 29, 2008:** Plan and Organize Family Welcome Night
Person: Malinda Stutsman
Activity: Plan and Coordinate Family Involvement Activities
- Aug 31, 2008:** Provide handouts to teachers
Person: Lisa Sharp
Activity: Keep Teachers Informed of All Planning of Activities

Aug 31, 2008: Talk to teachers
Person: Malinda Stutsman
Activity: Keep Teachers Informed of All Planning of Activities

Sep 2, 2008: Figure Attendance
Person: Malinda Stutsman
Activity: Collect baseline data

Sep 26, 2008: Figure Attendance
Person: Mainda Stutsman
Activity: Collect first semester/trimester follow up data

Dec 15, 2008: Organize Results
Person: Malinda Stutsman
Activity: Collect first semester/trimester follow up data

Mar 1, 2009: Plan and Organize Spring Festival
Person: Carla Woolsey
Activity: Plan and Coordinate Family Involvement Activities

May 24, 2009: Organize Results
Person: Malinda Stutsman
Activity: Collect final semester/trimester follow up data

Safe and Disciplined Learning Environment

Mar 6, 2008: Review sample forms
Person: J Daub
Activity: Create a discipline referral form for K-3

Mar 6, 2008: Take suggestions; Create Loge Referral Form
Person: J Daub
Activity: Create a discipline referral form for K-3

Mar 7, 2008: Explain new form to K-3 teachers
Person: J Daub
Activity: Create a discipline referral form for K-3

Mar 17, 2008: Survey teachers (grades 4-6) to determine their level of understanding in how to use the demerit system
Person: S Roy
Activity: Teacher Survey

Aug 1, 2008: Load demerit program into fourth grade teacher computers.
Person: K Winsett/M Watson
Activity: Add demerit system to fourth grade teacher computers.

Aug 1, 2008: Get discipline referral forms printed .
Person: M Watson
Activity: Create a discipline referral form for K-3

Aug 10, 2008: Review current demerit behavior plan with 4, 5, 6, special teachers
Person: M Watson
Activity: Add demerit system to fourth grade teacher computers.

Aug 10, 2008: Distribute discipline referral forms to K-3 teachers.
Person: J Daub/A Talley
Activity: Create a discipline referral form for K-3

- Aug 11, 2008:** Explain demerit behavior plan to current 4, 5, 6 grade students.
Person: M Watson
Activity: Add demerit system to fourth grade teacher computers.
- Aug 11, 2008:** Put the Loge Demerit Behavior Plan on school website.
Person: M Watson/L Miles/J Daub
Activity: Add demerit system to fourth grade teacher computers.
- Aug 11, 2008:** Send copy of Loge's Demerit Plan to current 4,5,6 grade parents.
Person: M Watson
Activity: Add demerit system to fourth grade teacher computers.
- Aug 11, 2008:** Explain discipline referral form to students.
Person: J Daub/Talley/Wright
Activity: Create a discipline referral form for K-3
- Aug 11, 2008:** Meeting with 4,5,6 grade students to review and model the Loge Demerit Behavior Plan
Person: 4,5,6 grade teachers
Activity: Meetings with 4,5,6 grade students and parents to explain Loge Demerit Behavior Plan
- Aug 11, 2008:** Distribute and train K-3 teachers on the Loge Discipline Referral Form for K-3 teachers
Person: J Daub
Activity: Teacher training on use of the Discipline Referral Form for K-3 teachers
- Aug 11, 2008:** Training on Computer Demerit Behavior Plan to 4,5,6 teachers
Person: M Watson
Activity: Teachers will be trained on use of the computer demerit system
- Aug 13, 2008:** Grade level meeting
Person: J Daub/A Talley
Activity: Grade/Cross Grade Level Meetings explaining and discussing discipline referral form for K-3 teachers
- Aug 13, 2008:** Grade level meeting
Person: P Davis/S Clodfelter
Activity: Grade/Cross Grade Level Meetings explaining and discussing the demerit system for 4,5,6 grade teache
- Aug 15, 2008:** Present the Loge Demerit Behavior Plan to parents at Meet the Teacher night.
Person: 4,5,6 teachers
Activity: Add demerit system to fourth grade teacher computers.
- Aug 15, 2008:** Meet with 4,5,6 grade parents at Meet the Teacher Night to explain and model the Loge Demerit Behavior Plan
Person: 4,5,6 grade teachers
Activity: Meetings with 4,5,6 grade students and parents to explain Loge Demerit Behavior Plan
- Aug 20, 2008:** Cross grade level meeting
Person: J Daub/A Talley/C Wright
Activity: Grade/Cross Grade Level Meetings explaining and discussing discipline referral form for K-3 teachers
- Aug 20, 2008:** Cross grade level meeting
Person: P Davis/S Clodfelter
Activity: Grade/Cross Grade Level Meetings explaining and discussing the demerit system for 4,5,6 grade teache
- Nov 15, 2008:** Follow-up training with 4,5,6 teachers to discuss effectiveness of Computer Demerit Behavior Plan
Person: J Daub/P Davis/M Watson
Activity: Teachers will be trained on use of the computer demerit system
- Nov 19, 2008:** Count and record number of referrals
Person: J Daub/A Talley
Activity: Collect and count pink copies of discipline referrals for grades K-3

- Nov 19, 2008:** Record data from computer-generated report for demerit behavior plan
Person: J Daub/M Watson
Activity: Collect and review referrals from computer-generated report for demerit behavior plan
- Nov 19, 2008:** Meet with K-3 teachers to see effectiveness of referral form.
Person: J Daub/Talley/Wright
Activity: Create a discipline referral form for K-3
- Nov 19, 2008:** Follow-up discussion meeting with K-3 teachers to review the Discipline Referral Form
Person: J Daub/A Talley
Activity: Grade/Cross Grade Level Meetings explaining and discussing discipline referral form for K-3 teachers
- Nov 19, 2008:** Survey teachers (grades 4-6) to determine their level of understanding in how to use the demerit system
Person: J Daub/S Clodfelter
Activity: Teacher Survey
- Nov 19, 2008:** Follow-up training with K-3 teacher to review effectiveness of Discipline Referral Form
Person: J Daub/A Talley
Activity: Teacher training on use of the Discipline Referral Form for K-3 teachers
- Apr 15, 2009:** Count and record number of referrals for grades K-3
Person: J Daub/C Wright
Activity: Collect and count pink copies of discipline referrals for grades K-3
- Apr 15, 2009:** Record data from computer-generated report for demerit behavior plan
Person: S Clodfelter/M Watson
Activity: Collect and review referrals from computer-generated report for demerit behavior plan
- Apr 15, 2009:** Survey teachers (grades 4-6) to determine their level of understanding in how to use the demerit system
Person: J Daub/Lisa Miles
Activity: Teacher Survey

Targeted Assistance

- Sep 15, 2008:** Complete Ranking Rubric
Person: Lisa Sharp
Activity: Rank Students

Teacher Mentoring Program

- Aug 30, 2008:** Create a calendar with focus topics from strategy chairs
Person: Jamie Pryor
Activity: Teacher Meetings
- May 24, 2009:** Positive Notes from Principal
Person: Marty Watson
Activity: Encouragement for Participation

Technology Coordination

- Mar 18, 2008:** Create Survey Wants
Person: Dan Oxley
Activity: Survey of Wants
- Mar 18, 2008:** Identify people that lack technology skills through questionnaire
Person: Lisa Taylor
Activity: Talk to

Mar 19, 2008: Distribute Surveys
Person: Dan Oxley
Activity: Survey of Wants

Mar 20, 2008: Survey Results
Person: Dan Oxley
Activity: Collect baseline data

Mar 20, 2008: Survey to find wants
Person: Dan Oxley
Activity: Purchase Equipment

Mar 20, 2008: Collect data from surveys
Person: Dan Oxley
Activity: Survey of Wants

Mar 21, 2008: Share results with Tech Committee
Person: Dan Oxley
Activity: Survey of Wants

Apr 10, 2008: Share survey results with staff
Person: Lisa Taylor
Activity: Survey of Wants

Aug 14, 2008: list businesses in the area
Person: Lisa Sharp
Activity: Find Money

Aug 14, 2008: list available grants
Person: Lisa Sharp
Activity: Write Grants

Aug 15, 2008: develop template to get money
Person: Beverly Esarey
Activity: Find Money

Aug 15, 2008: Select group of people who will go to workshop
Person: Marty Watson
Activity: Grant Workshop

Aug 15, 2008: gather grant questions
Person: Beverly Esarey
Activity: Write Grants

Aug 30, 2008: after school demonstration on PowerPoint and LCD use
Person: Dan Oxley
Activity: Teacher Lead Technology Information Demonstration

Sep 1, 2008: Call businesses
Person: Lisa Taylor
Activity: Find Money

Sep 1, 2008: talk to identified group
Person: Lisa Taylor
Activity: Talk to

Sep 16, 2008: Price equipment/installation costs
Person: Lisa Taylor
Activity: Purchase Equipment

Dec 16, 2008: Purchase equipment

Person: Marty Watson

Activity: Purchase Equipment

Dec 20, 2008: Survey Results

Person: Dan Oxley

Activity: Collect first semester/trimester follow up data

Feb 1, 2009: Install equipment

Person: Marty Watson

Activity: Purchase Equipment

Feb 1, 2009: answer grant questions

Person: Heather Oxley

Activity: Write Grants

Jun 1, 2009: Survey Results

Person: Dan Oxley

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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

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