

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 22, 2009 12:14:16**

### **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 Schoolwide
- Schools in Improvement (NCLB)

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-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](http://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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	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](http://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
- Lisa Sharp - Teacher
- Nancy Shelton - Teacher
- Lynn Snodgrass - Teacher
- Malinda Stutsman - Teacher
- Marty Watson - Administrator
- Rich Wootton - School Counselor

## Strategy Chairs

- 
- Jana Daub
- Lori Dormeier
- Sara Kuebler
- Jana Miles
- Lisa Sharp
- Nancy Shelton
- Lynn Snodgrass
- Malinda Stutsman
- 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
- Mayor Pam Hendrickson - Mayor
- Rev. Jim Ingram - Minister
- Rev. Kevin Morris - Minister
- Mark Phillips - Lawyer
- 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 ISTEP Language Arts Tests - Calculated Average Percent Passing ISTEP (all tested grades)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75%		78%	79%	81.9%	81%		82%		84%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75%		80%	82%	79%	83%		85%		86%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78%		78%	80%	75%	81%		83%		86%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78%		76%	78%	76%	80%		81%		84%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	76.5%	79%	77.8%	81%		82%		83%		85%		100%



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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	34%		47%	54%	54.5%	61%		62%		65%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	63%		49%	53%	54.5%	54%		56%		59%		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: Technology Coordination**

School surveys indicated that there is a concern over the lack of technology available to teachers and students. Teachers felt overwhelmingly, that there needed to be more up-to-date and readily available computers for the students to utilize. Surveys of the Community and Students agreed.

### **Concern: Safe and Disciplined Learning Environment**

Teacher surveys and Student surveys indicated that other students' behavior was having a negative impact on the learning of others. As a result, the faculty felt a more cohesive discipline policy was needed.

### **Concern: Attendance**

Attendance is a required AYP area of concern for our school.

### **Concern: Exceptional Learners - Gifted**

Teachers in a survey felt that often the needs of gifted students are met only by the gifted program that is run through another elementary school.

### **Concern: Cultural Competency**

## Required Areas of Concern

### **A. Parent Involvement**

### **F. Encourage Rigorous Curriculum**

### **I. Focused Academic Area**

### **J. Instruction by Highly Qualified Teachers**

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

**L. Early Childhood Transition**

**M. Parent Notice - Assessment Results**

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

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

**Q. School-Parent Involvement Policy**

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

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

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**V. Peer Review for SIP**

**W. Timely Additional Assistance**

# Strategies

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

## Local Strategies

### Attendance —

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

### 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.

### 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.

### Safe and Disciplined Learning Environment —

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

### Technology Coordination —

Loge Elementary schools will work to increase technology support for teachers and students through securing grants, adding new equipment, and providing training for teachers throughout the school year. When new equipment is obtained, teachers will receive necessary training in order to utilize it in the best way possible for the students.

## 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 engage family involvement will continue. These activities will include Family Literacy Night, where parents receive training and materials related to the literacy development of their child; School Web Site, where additional information and contacts are provided as well as links to DOE and other ISTEP resources; Family Welcome Night, where parents receive Title I, ISTEP, and Classroom Procedure Information. In addition to current Loge students and their parents, future students and

parents are brought into the process with two Early Literacy Seminars each year. At these seminars, parents are made aware of their child's literacy skills and strategies they can use to further their development. These activities will begin in August and take place throughout the school year.

**F. Encourage Rigorous Curriculum: SSP Program —**

Loge students will participate in the school's SSP program. In this program, students are tested on specific Indiana Academic Standards. Students who do not pass, receive remediation on those standards, while students who pass are offered more challenging activities in an Enrichment class. Students are encouraged with each new standard to try to reach the enrichment level.

**I. Focused Academic Area: Daily Four Components of Math —**

Regular classroom teachers in grades K-5 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 in grades 1-5 will consist of spending about 10 minutes daily on repetitive practice, reviewing mathematical standards, analyzing patterns, and exploring mathematical relationships through the use of a calendar. K teachers will spend about 5 minutes on calendar math each day. \*Daily Review in grades 1-5 will consist of teachers reviewing basic skills with their students for approximately 10 minutes each day. This review is based on the needs of the students. K teachers will spend about 5 minutes on daily review each day. \*Problem of the Day in grades 1-5 will consist 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+. K teachers will spend about 5 minutes on problem of the day each day. \*Direct instruction in grades 1-5 will consist of teachers spending about 30 minutes teaching the Indiana Academic Standards in mathematics each day. K teachers will spend about 20 minutes on direct instruction each day.

**I. Focused Academic Area: Reading Block —**

Teachers will provide a daily reading instructional block for all students 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 Transition —**

The early childhood committee will provide opportunities for parents to help their children prepare for kindergarten through parent workshops, a summer review packet, Kindergarten Round-Up, kindergarten screening, preschool visitation/orientation, and parent orientation.

**M. Parent Notice - Assessment Results —**

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 - 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 peer coach, mentor and collaborate with one another on issues (including instruction, curriculum, discipline, standards, etc). 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. If a teacher is in need of further mentoring, as determined by the principal, teachers may be assigned a "partner teacher" for as long as the principal feels it would benefit the teacher in need.

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

Each year the school reviews it's Parent Involvement Policy with a committee of teachers, parents, and administrators. The revised policy, which contains all components listed on the DOE School Parent Involvement Policy Checklist, is then distributed to parents for their approval and signature at the beginning of the school year. There is also a corporation Parent Involvement Policy that is reviewed and distributed to parents also at the beginning of the school year.

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

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6)parents at Loge Elementary School receive a PARENTS' RIGHT TO KNOW LETTER, 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: â€ If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; â€ If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; â€ The teachers baccalaureate degree major, graduate certification, and field of discipline; and â€ Whether the student is provided services by paraprofessionals, and if so, their qualifications. This information is mailed to parents at the beginning of the school year, and parents return a signed copy which is kept by the school.

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

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: â€ If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; â€ If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; â€ The teachers baccalaureate degree major, graduate certification, and field of discipline; and â€ 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. Focused Student Group: Gifted Students —**

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 with a Gifted and Talented Curriculum by a teacher licensed in

that area.

**U. Focused Student Group: Special Education —**

Our focused group has been identified as Special Education Language Arts based on the ISTEP results. As a staff, we will focus on improvement in three blocks. 1)All students will participate in a one hour reading block where instruction is shared with support staff to reduce group size and allow more individualized instruction. 2)In addition, some IEP students will receive 90 minutes of reading instruction using a researched based program by Scholastic entitled "Read 180". 3)All students are offered after school tutoring twice a week to assist in ISTEP preparation.

**V. Peer Review for SIP —**

Each year, when the School Improvement Plan is complete, the school will partner with peers from a similar school that was successful in meeting AYP and have significantly higher academic performance for the purpose of reviewing the quality of our School Improvement Plan and making suggestions as appropriate.

**W. Timely Additional Assistance —**

Students in grades K-6 are ranked at the beginning of the school year in the area of math and language arts based on two forms of assessment. Students are grouped based on need and placed into remediation classes accordingly. Primary grade students are also assessed at the beginning, middle, and end of the school year using the Dibels program and are placed in groups to work on specific areas of need. After three weeks of intense instruction, progress monitoring assessments are done to determine future groups. Throughout the year, students in grades three through six are assessed every two weeks on specific academic standards and placed in a remediation group based on that assessment. Following two weeks of instruction, reassessments are given to determine mastery of these standards. Remediation is also offered to students that did not pass ISTEP in their specific area. Each of the programs is designed to increase the instructional time for students.

# Professional Development

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

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

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

## Technology Coordination

Professional Development Activity	Funding	Activity Purpose
<i>Provide Information About new Technologies</i>	Source: Technology coordinator Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Technology coordinator will provide information on new technologies, resources, and step by step instructions on how to use the new technologies purchased for the school.	Teachers	Talk to

Professional Development Activity	Funding	Activity Purpose
<i>Site Visit</i>	Source: NA Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Teachers will visit schools with technology widely used in their everyday curriculum. They will observe how to appropriately integrate technology into instruction.	Teachers	Networking/Site Visit

### A. Parent Involvement

No professional development is needed for this strategy.

### F. Encourage Rigorous Curriculum: SSP Program

No professional development is needed for this strategy.



## I. Focused Academic Area: Daily Four Components of Math

Professional Development Activity	Funding	Activity Purpose
<b><i>New Teacher Training</i></b>	Source: NA Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Grade level representatives will meet with new teachers to train them on the 4-Frame Math model.	Teachers	Talk to Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<b><i>Presentation on Daily Four Components of Math</i></b>	Source: NA Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Create and present an outline that highlights the key components of Math for the faculty.	Teachers Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<b><i>Small group faculty discussions</i></b>	Source: Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Strategy chairs will create agendas for the grade level and cross grade level meetings to discuss success and challenges of Daily Four Components of Math implementation.	Teachers	Talk to Study Group Peer Coaching Collaborative Problem Solving

## I. Focused Academic Area: Reading Block

Professional Development Activity	Funding	Activity Purpose
<b><i>Research Best Practices of Reading</i></b>	Source: NA Amount: \$0.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
All teachers have a copy or access to the book regarding best practices in reading comprehension.	Teachers	Professional Reading

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i><b>Train Teachers in Each Component of the Reading Block</b></i>	Source: NA Amount: \$0.00	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
New teachers will be provided training in each component of the reading block.	Teachers	Talk to Peer Coaching

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i><b>Presentation of Key Elements of Reading Block.</b></i>	Source: NA Amount: \$0.00	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Powerpoint presentation will be presented outlining key elements of the reading block during a faculty meeting.	Teachers Administrators	Talk to Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i><b>Small Group Faculty Discussions about Reading Block</b></i>	Source: NA Amount: \$0.00	Information Skill Building Feedback/Support Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Strategy chairs will create agendas for the grade level and cross grade level meetings to discuss success and challenges of Reading Block.	Teachers	Talk to Study Group Peer Coaching Collaborative Problem Solving

## L. Early Childhood Transition

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i><b>Parent Workshops</b></i>	Source: Loge Fundraiser Account Amount: \$400	Information Skill Building Feedback/Support Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Parent workshops will be conducted to give support to parents of students that are entering kindergarten. These workshops will give parents information on how to help their child in school.	Teachers Parents Students	Presentation/Workshop

## O. Extended Learning Activities

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Parent workshops</i>	Source: Amount: \$	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>

## **P. Teacher Mentoring Program**

No professional development is needed for this strategy.

## **U. Focused Student Group: Special Education**

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

## **W. Timely Additional 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: Technology Coordination

#### 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:

- Technology Coordination

### Concern: Safe and Disciplined Learning Environment

#### 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:

- Safe and Disciplined Learning Environment

### Concern: Attendance

#### 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:

- Attendance

### Concern: Exceptional Learners - Gifted

#### 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:

- F. Encourage Rigorous Curriculum: SSP Program

## **Concern: Cultural Competency**

### **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:**

- Cultural Competency

## **Required Areas of Concern**

### **A. Parent Involvement (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 ISTEP Math Tests -- Calculated Average Percent Passing ISTEP Computation (all tested grades)

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

- L. Early Childhood Transition
- A. Parent Involvement

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

- F. Encourage Rigorous Curriculum: SSP Program

### **I. Focused Academic Area (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 Language Arts Tests -- Calculated Average Percent Passing ISTEP Comprehension (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP (all tested grades)
- All ISTEP Math Tests -- Calculated Average Percent Passing ISTEP Computation (all tested grades)

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

- I. Focused Academic Area: Reading Block
- I. Focused Academic Area: 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 Transition (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 Transition

## **M. Parent Notice - Assessment Results (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. Parent Notice - Assessment Results

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

## **O. Extended Learning Activities (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 (126 days) -- ISTEP PL221 Category Placement Performance
- 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

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

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

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

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

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

## **S. School-Parent Compact (Title I)**

**Data Targets Influenced by This Concern:**

- All 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. Focused Student Group (PL221, 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:**

- Exceptional Learners - Special Education
- U. Focused Student Group: Special Education
- U. Focused Student Group: Gifted Students

## **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

## **W. Timely Additional Assistance (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:**

- W. Timely Additional Assistance



## 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:	School Library	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	STAR Math - Test to determine students' math level at the beginning and end of each school year in grades 3-6. STAR Reading - Test to determine the students' reading levels at the beginning and end of the school year in grades 2-6. GATES Reading - Reading test to determine students vocabulary and comprehension skills at the beginning and end of the school year. DRA - Developmental Reading Assessment to determine reading levels in grades 3-6. DIBELS - Used to intervene with students at an early level in reading. SSP End of Semester and End of Year Tests - Tests over the Academic Standards that were covered in the semester prior.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	NA	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 Transition

**Mar 30, 2009:** Contact speaker for workshop one

**Person:** Katie Chandler

**Activity:** Parent Workshops

**Apr 2, 2009:** Discuss information needed to register for kindergarten

**Person:** office, principal

**Activity:** Kindergarten Round-Up

**Apr 2, 2009:** Distribute information packets

**Person:** office, principal

**Activity:** Kindergarten Round-Up

**Apr 13, 2009:** Determine % of returned summer review packet activities

**Person:** Katie Chandler, Heather Warner

**Activity:** Collect baseline data

**Apr 13, 2009:** Determine the percentage of parents that feel they are better equipped to help their child succeed in school

**Person:** Malinda Stutsman and Lori Doremeier

**Activity:** Collect baseline data

**Apr 13, 2009:** Determine the percentage of parents that state that they are more involved in their child's education

**Person:** Katie Chandler, Heather Warner

**Activity:** Collect baseline data

**May 7, 2009:** Make copies of summer review packet

**Person:** kindergarten teachers

**Activity:** Summer Activity Review Packet

**May 9, 2009:** Assess incoming kindergarten students

**Person:** Katie Chandler, Heather Warner

**Activity:** Kindergarten Screening

**May 9, 2009:** Create class lists based on test scores

**Person:** Katie Chandler, Heather Warner

**Activity:** Kindergarten Screening

**May 9, 2009:** Explain results of tests to parents

**Person:** Katie Chandler, Heather Warner

**Activity:** Kindergarten Screening

**May 9, 2009:** Distribute and explain packets to parents

**Person:** kindergarten teachers

**Activity:** Summer Activity Review Packet

**May 26, 2009:** Plan workshop one

**Person:** Committee

**Activity:** Parent Workshops

**May 26, 2009:** Set up date to have bounce house incentive

**Person:** Heather Warner

**Activity:** Summer Activity Review Packet

- Aug 10, 2009:** Make copies for orientation folders  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Parent Orientation
- Aug 10, 2009:** Make copies for orientation folders  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Parent Orientation
- Aug 10, 2009:** Stuff orientation folders  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Parent Orientation
- Aug 10, 2009:** Stuff orientation folders  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Parent Orientation
- Aug 16, 2009:** Distribute and explain information about kindergarten  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Parent Orientation
- Aug 16, 2009:** Distribute and present information about kindergarten expectations and procedures  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Parent Orientation
- Aug 30, 2009:** Talk to principal about money for workshop  
**Person:** Heather Warner  
**Activity:** Parent Workshops
- Aug 30, 2009:** Talk to principal about money for workshop  
**Person:** Heather Warner  
**Activity:** Parent Workshops
- Sep 1, 2009:** Determine % of returned summer review packet activities  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Collect first semester/trimester follow up data
- Sep 28, 2009:** Plan workshop one  
**Person:** Committee  
**Activity:** Parent Workshops
- Sep 30, 2009:** Contact speaker for workshop one  
**Person:** Heather Warner  
**Activity:** Parent Workshops
- Oct 30, 2009:** Prepare for and conduct workshop one  
**Person:** Committee  
**Activity:** Parent Workshops
- Nov 15, 2009:** Keep checklist of completed packets  
**Person:** kindergarten teachers  
**Activity:** Summer Activity Review Packet
- Nov 29, 2009:** Tabulate % of completed summer packets  
**Person:** kindergarten teachers  
**Activity:** Summer Activity Review Packet
- Nov 30, 2009:** Provide bounce house incentive for students that completed summer packet  
**Person:** kindergarten teachers  
**Activity:** Summer Activity Review Packet

**Dec 13, 2009:** Determine the percentage of parents that feel they are better equipped to help their child succeed in school  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Collect first semester/trimester follow up data

**Dec 13, 2009:** Determine the percentage of parents that state that they are more involved in their child's education  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Collect first semester/trimester follow up data

**Jan 24, 2010:** Plan workshop three  
**Person:** committee  
**Activity:** Parent Workshops

**Feb 20, 2010:** Prepare for and conduct workshop two  
**Person:** Committee  
**Activity:** Parent Workshops

**Feb 28, 2010:** Contact speaker for workshop three  
**Person:** Heather Warner  
**Activity:** Parent Workshops

**Mar 24, 2010:** Create invite for workshop three  
**Person:** Heather Warner  
**Activity:** Parent Workshops

**Mar 30, 2010:** Contact speaker for workshop one  
**Person:** Katie Chandler  
**Activity:** Parent Workshops

**Apr 6, 2010:** Set up a date for preschool visit  
**Person:** kindergarten teachers  
**Activity:** Preschool Visit/Orientation

**Apr 10, 2010:** Distribute invitations for workshop three  
**Person:** committee  
**Activity:** Parent Workshops

**Apr 21, 2010:** Conduct workshop three  
**Person:** committee  
**Activity:** Parent Workshops

**Apr 25, 2010:** Prepare for and conduct workshop three  
**Person:** Committee  
**Activity:** Parent Workshops

**Apr 25, 2010:** Discuss expectations of kindergarten with preschool students  
**Person:** kindergarten teachers  
**Activity:** Preschool Visit/Orientation

**Apr 25, 2010:** Kindergarten students tell preschool students what they learned in kindergarten  
**Person:** kindergarten teachers  
**Activity:** Preschool Visit/Orientation

**Apr 25, 2010:** Preschool students visit future kindergarten classes/teachers  
**Person:** kindergarten teachers  
**Activity:** Preschool Visit/Orientation

**May 13, 2010:** Determine returned checklists for activity buckets for second semester that contain activities reviewing current math and reading concepts.  
**Person:** Katie Chandler, Heather Warner  
**Activity:** Collect final semester/trimester follow up data

**May 13, 2010:** Determine the percentage of parents that feel they are better equipped to help their child succeed in school

**Person:** Katie Chandler, Heather Warner

**Activity:** Collect final semester/trimester follow up data

**May 13, 2010:** Determine the percentage of parents that state that they are more involved in their child's education

**Person:** Katie Chandler, Heather Warner

**Activity:** Collect final semester/trimester follow up data

**May 26, 2010:** Plan workshop one

**Person:** Committee

**Activity:** Parent Workshops

**Aug 16, 2010:** Conduct workshop one

**Person:** kindergarten teachers, Paulette Conner, Cyndi Saltzman

**Activity:** Parent Workshops

**Aug 30, 2010:** Talk to principal about money for workshop

**Person:** Heather Warner

**Activity:** Parent Workshops

**Sep 1, 2010:** Plan workshop two

**Person:** committee

**Activity:** Parent Workshops

**Sep 5, 2010:** contact speaker for workshop two

**Person:** Heather Warner

**Activity:** Parent Workshops

**Oct 1, 2010:** Create invite for workshop two

**Person:** Heather Warner

**Activity:** Parent Workshops

**Oct 10, 2010:** Distribute invitations for workshop two

**Person:** committee

**Activity:** Parent Workshops

**Oct 30, 2010:** Conduct workshop two

**Person:**

**Activity:** Parent Workshops

## **Encourage Rigorous Curriculum**

**Aug 15, 2009:** Develop a grade level meeting calendar

**Person:** Marty Watson

**Activity:** Grade Level Meetings

**Aug 15, 2009:** Develop SSP schedule and standards

**Person:** Malinda Stutsman

**Activity:** SSP

**Aug 25, 2009:** Assess students

**Person:** Teachers

**Activity:** SSP

**Sep 1, 2009:** After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom curriculum to meet the needs of students

**Person:** Teachers

**Activity:** Address Discrepancies between Mastery Grades and Assessment Results

**Sep 1, 2009:** Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results

**Person:** Teachers

**Activity:** Grade Level Meetings

**Sep 10, 2009:** Provide enrichment activities to student who pass the SSP Assessment

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Sep 10, 2009:** Provide remediation activities to students who do not pass SSP Assessments

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Sep 25, 2009:** Assess students

**Person:** Teachers

**Activity:** SSP

**Oct 1, 2009:** After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom curriculum to meet the needs of students

**Person:** Teachers

**Activity:** Address Discrepancies between Mastery Grades and Assessment Results

**Oct 1, 2009:** Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results

**Person:** Teachers

**Activity:** Grade Level Meetings

**Oct 10, 2009:** Provide enrichment activities to student who pass the SSP Assessment

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Oct 10, 2009:** Provide remediation activities to students who do not pass SSP Assessments

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Oct 25, 2009:** Assess students

**Person:** Teachers

**Activity:** SSP

**Nov 1, 2009:** After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom curriculum to meet the needs of students

**Person:** Teachers

**Activity:** Address Discrepancies between Mastery Grades and Assessment Results

**Nov 1, 2009:** Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results

**Person:** Teachers

**Activity:** Grade Level Meetings

**Nov 10, 2009:** Provide enrichment activities to student who pass the SSP Assessment

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Nov 10, 2009:** Provide remediation activities to students who do not pass SSP Assessments

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Nov 25, 2009:** Assess students

**Person:** Teachers

**Activity:** SSP

- Dec 1, 2009:** After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom curriculum to meet the needs of students  
**Person:** Teachers  
**Activity:** Address Discrepancies between Mastery Grades and Assessment Results
- Dec 1, 2009:** Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results  
**Person:** Teachers  
**Activity:** Grade Level Meetings
- Dec 10, 2009:** Provide enrichment activities to student who pass the SSP Assessment  
**Person:** Teachers  
**Activity:** Remediation and Enrichment Activities
- Dec 10, 2009:** Provide remediation activities to students who do not pass SSP Assessments  
**Person:** Teachers  
**Activity:** Remediation and Enrichment Activities
- Dec 25, 2009:** Assess students  
**Person:** Teachers  
**Activity:** SSP
- Jan 1, 2010:** After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom curriculum to meet the needs of students  
**Person:** Teachers  
**Activity:** Address Discrepancies between Mastery Grades and Assessment Results
- Jan 1, 2010:** Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results  
**Person:** Teachers  
**Activity:** Grade Level Meetings
- Jan 10, 2010:** Provide enrichment activities to student who pass the SSP Assessment  
**Person:** Teachers  
**Activity:** Remediation and Enrichment Activities
- Jan 10, 2010:** Provide remediation activities to students who do not pass SSP Assessments  
**Person:** Teachers  
**Activity:** Remediation and Enrichment Activities
- Jan 25, 2010:** Assess students  
**Person:** Teachers  
**Activity:** SSP
- Feb 1, 2010:** After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom curriculum to meet the needs of students  
**Person:** Teachers  
**Activity:** Address Discrepancies between Mastery Grades and Assessment Results
- Feb 1, 2010:** Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results  
**Person:** Teachers  
**Activity:** Grade Level Meetings
- Feb 10, 2010:** Provide enrichment activities to student who pass the SSP Assessment  
**Person:** Teachers  
**Activity:** Remediation and Enrichment Activities
- Feb 10, 2010:** Provide remediation activities to students who do not pass SSP Assessments  
**Person:** Teachers  
**Activity:** Remediation and Enrichment Activities

**Feb 25, 2010:** Assess students

**Person:** Teachers

**Activity:** SSP

**Mar 1, 2010:** After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom curriculum to meet the needs of students

**Person:** Teachers

**Activity:** Address Discrepancies between Mastery Grades and Assessment Results

**Mar 1, 2010:** Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results

**Person:** Teachers

**Activity:** Grade Level Meetings

**Mar 10, 2010:** Provide enrichment activities to student who pass the SSP Assessment

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Mar 10, 2010:** Provide remediation activities to students who do not pass SSP Assessments

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Mar 25, 2010:** Assess students

**Person:** Teachers

**Activity:** SSP

**Apr 1, 2010:** After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom curriculum to meet the needs of students

**Person:** Teachers

**Activity:** Address Discrepancies between Mastery Grades and Assessment Results

**Apr 1, 2010:** Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results

**Person:** Teachers

**Activity:** Grade Level Meetings

**Apr 10, 2010:** Provide enrichment activities to student who pass the SSP Assessment

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Apr 10, 2010:** Provide remediation activities to students who do not pass SSP Assessments

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**Apr 25, 2010:** Assess students

**Person:** Teachers

**Activity:** SSP

**May 1, 2010:** After assessing student grades compared to assessment results, teachers will adjust the rigor of their classroom curriculum to meet the needs of students

**Person:** Teachers

**Activity:** Address Discrepancies between Mastery Grades and Assessment Results

**May 1, 2010:** Monthly grade level meetings: Teachers will assess the connection between students' grades and their assessment results

**Person:** Teachers

**Activity:** Grade Level Meetings

**May 10, 2010:** Provide enrichment activities to student who pass the SSP Assessment

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities



**May 10, 2010:** Provide remediation activities to students who do not pass SSP Assessments

**Person:** Teachers

**Activity:** Remediation and Enrichment Activities

**May 25, 2010:** Assess students

**Person:** Teachers

**Activity:** SSP

## Extended Learning Activities

**Mar 29, 2009:** Create a list of students eligible

**Person:** Malinda Stutsman

**Activity:** Organize Summer School

**Mar 29, 2009:** Send out invitations/parent letter

**Person:** Jennifer Ellis

**Activity:** Organize Summer School

**Aug 10, 2009:** Develop a list of students to use Read 180 program

**Person:** Sherry Pemberton

**Activity:** Organize Read 180 instruction

**Aug 10, 2009:** Develop schedule to utilize the three components of Read 180

**Person:** Sherry Pemberton

**Activity:** Organize Read 180 instruction

**Aug 12, 2009:** Prepare for and conduct workshop one

**Person:** kindergarten teachers

**Activity:** Parent workshops

**Aug 20, 2009:** Gather teacher volunteers

**Person:** Marty Watson

**Activity:** Organize Wildcat Academy

**Aug 30, 2009:** Come up with eligible students

**Person:** Malinda Stutsman

**Activity:** Organize Wildcat Academy

**Sep 1, 2009:** Send out invitations to students

**Person:** Malinda Stutsman

**Activity:** Organize Wildcat Academy

**Oct 20, 2009:** Prepare for and conduct workshop two

**Person:** committee

**Activity:** Parent workshops

**Apr 25, 2010:** Prepare for and conduct workshop three

**Person:** committee

**Activity:** Parent workshops

## Focused Academic Area

**Mar 11, 2009:** Edit, distribute, collect, and evaluate survey

**Person:** S. Kuebler

**Activity:** Collect baseline data

**Apr 4, 2009:** Prepare, distribute, collect, and evaluate lesson plan templates

**Person:** Jan Schmitt

**Activity:** Collect baseline data

- Apr 13, 2009:** Collect lesson plan templates from teachers in grades K-5  
**Person:** Jan Schmitt  
**Activity:** Lesson Plan Template
- Apr 17, 2009:** Evaluate lesson plan templates for the appropriate times.  
**Person:** Jan Schmitt  
**Activity:** Lesson Plan Template
- Aug 11, 2009:** Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers.  
**Person:** Jana Miles  
**Activity:** Ask for feedback
- Aug 11, 2009:** Find out how much funding is available to train new teachers in Dibels  
**Person:** T. Scott/M. Tubbs  
**Activity:** Funding
- Aug 11, 2009:** Explain strategy details to the faculty.  
**Person:** S.Kuebler  
**Activity:** Inform
- Aug 11, 2009:** Grade level representative should meet with new teachers to train them on the 4-Frame Math model.  
**Person:** Ashley Talley, Jan Schmitt, Jana Daub, Jana Miles, Paula Davis  
**Activity:** New Teacher Training
- Aug 11, 2009:** Create a powerpoint presentation outlining key elements of reading block.  
**Person:** S.Kuebler/L.Dormeier/B.Parker  
**Activity:** Presentation of Key Elements of Reading Block.
- Aug 11, 2009:** Create an outline that highlights the key components of Math.  
**Person:** Jana Miles  
**Activity:** Presentation on Daily Four Components of Math
- Aug 11, 2009:** Coordinate aides for grade level reading blocks.  
**Person:** S.Pemberton/L.Dormeier/T.Williams/J.Ellis  
**Activity:** Scheduling
- Aug 11, 2009:** Stagger reading times among grade levels.  
**Person:** S.Pemberton/L.Dormeier/T.Williams/J.Ellis  
**Activity:** Scheduling
- Aug 11, 2009:** Include a steering team member and a grade level representative on the committee.  
**Person:** Marty Watson  
**Activity:** Strategy Committee
- Aug 11, 2009:** Include a steering team member and a grade level representative on the committee.  
**Person:** M.Watson  
**Activity:** Strategy Committee
- Aug 11, 2009:** Explain strategy details to faculty  
**Person:** Jana Miles  
**Activity:** Talk to
- Aug 11, 2009:** Provide teachers with proper training in each component area of reading block  
**Person:** T. Scott/M. Tubbs  
**Activity:** Train Teachers in Each Component of the Reading Block
- Aug 12, 2009:** Research best practices of each component.  
**Person:** N.Shelton  
**Activity:** Research Best Practices of Reading

**Aug 12, 2009:** Distribute handout of aides and schedules  
**Person:** J.Borden/T.Williams  
**Activity:** Scheduling

**Aug 12, 2009:** Create agendas for grade level and cross grade level meetings.  
**Person:** Marty Watson, Sara Kuebler, Jana Miles  
**Activity:** Small group faculty discussions

**Aug 12, 2009:** Create agendas for grade level and cross grade level meetings  
**Person:** S.Kuebler/J.Miles/M.Watson  
**Activity:** Small Group Faculty Discussions about Reading Block

**Aug 19, 2009:** Ask grade level representatives to frequently mentor and discuss progress with their grade level teachers.  
**Person:** M.Tubbs/T.Scott/M.Holland/S.Kuebler/N.Shelton  
**Activity:** Feedback

**Aug 24, 2009:** Collect lesson plan templates from teachers in grades K-5  
**Person:** Jan Schmitt  
**Activity:** Lesson Plan Template

**Aug 28, 2009:** Evaluate lesson plan templates for the appropriate times.  
**Person:** Jan Schmitt  
**Activity:** Lesson Plan Template

**Aug 31, 2009:** Find out how much funding might be available for any needed materials.  
**Person:** Paula Davis  
**Activity:** Funding

**Nov 18, 2009:** Edit, distribute, collect, and evaluate survey.  
**Person:** S.Kuebler  
**Activity:** Survey

**Nov 23, 2009:** Prepare, distribute, collect, and evaluate lesson plan templates  
**Person:** Jan Schmitt  
**Activity:** Collect first semester/trimester follow up data

**Nov 23, 2009:** Collect lesson plan templates from teachers in grades K-5  
**Person:** Jan Schmitt  
**Activity:** Lesson Plan Template

**Nov 24, 2009:** Edit, distribute, collect, and evaluate survey  
**Person:** S.Kuebler  
**Activity:** Collect first semester/trimester follow up data

**Nov 25, 2009:** Evaluate lesson plan templates for the appropriate times  
**Person:** Jan Schmitt  
**Activity:** Lesson Plan Template

**Mar 10, 2010:** Edit, distribute, collect, and evaluate survey  
**Person:** S.Kuebler  
**Activity:** Collect final semester/trimester follow up data

**Mar 10, 2010:** Prepare, distribute, collect, and evaluate lesson plan templates  
**Person:** Jan Schmitt  
**Activity:** Collect final semester/trimester follow up data

**Mar 10, 2010:** Collect lesson plan templates from teachers in grades K-5  
**Person:** Jan Schmitt  
**Activity:** Lesson Plan Template

**Mar 17, 2010:** Evaluate lesson plan templates for the appropriate times

**Person:** Jan Schmitt

**Activity:** Lesson Plan Template

## Focused Student Group

, **2009:** Students will be assessed at the beginning and end of the year using the STAR Reading program to determine improvement. Also, any assessments required with the Read 180 program will be completed by the students in order to determine improvement.

**Person:** Sherry Pemberton

**Activity:** Develop Read 180 Program

**Aug 5, 2009:** Special Education teacher to determine grade level to use the Read 180 Program

**Person:** Sherry Pemberton

**Activity:** Develop Read 180 Program

**Aug 8, 2009:** Names of these students will be entered into the computers on the Read 180 Program site

**Person:** Sherry Pemberton

**Activity:** Develop Read 180 Program

**Aug 10, 2009:** A volunteer sheet will be posted in the office for teachers wanting to help tutor

**Person:** Marty Watson

**Activity:** Develop After School Tutoring Program

**Aug 10, 2009:** Loge currently has the Read 180 materials, however, if any additional supplies or materials are needed they should be ordered. Funds need to be discussed with Mr. Watson if necessary

**Person:** Sherry Pemberton

**Activity:** Develop Read 180 Program

**Aug 10, 2009:** Schedules for this grade level to participate should be developed in order to give the students time to work on all three components of the program. This is approximately 90 minutes

**Person:** Sherry Pemberton

**Activity:** Develop Read 180 Program

**Aug 10, 2009:** Assign Aides and all available teachers such as Resource and Title to Grade Levels

**Person:** Marty Watson

**Activity:** Development of Reading Block Schedule

**Aug 10, 2009:** Schedule Time for Classes to have one hour of uninterrupted reading instruction

**Person:** Marty Watson

**Activity:** Development of Reading Block Schedule

**Aug 15, 2009:** Title teachers to make a list all students that did not pass ISTEP

**Person:** Malinda Stutsman

**Activity:** Develop After School Tutoring Program

**Aug 15, 2009:** Grade levels to meet and develop a schedule of how to share the aides/additional teachers evenly during that one hour. Also, develop ideas of how they will utilize this additional help in their classrooms.

**Person:** Marty Watson

**Activity:** Development of Reading Block Schedule

**Aug 16, 2009:** Teachers to have schedules and their instructional uses for these teachers approved by Mr. Watson

**Person:** Marty Watson

**Activity:** Development of Reading Block Schedule

**Aug 20, 2009:** A letter should be written indicating the way the After School Program works (Tuesdays and Thursdays until 3:30, transportation must be provided by parents, there is no cost, dates of program)

**Person:** Malinda Stutsman

**Activity:** Develop After School Tutoring Program

**Aug 20, 2009:** After determining the number of teachers available for tutoring, Title teachers will determine how many students can be invited to participate. IEP students and those that failed the most will be sent invitations first. Each teacher should have no more than

**Person:** Malinda Stutsman

**Activity:** Develop After School Tutoring Program

**Sep 1, 2009:** Students that are determined to be in greatest need will be sent invitations to sign up

**Person:** Malinda Stutsman

**Activity:** Develop After School Tutoring Program

**Sep 10, 2009:** Sign ups will be collected. After deadline, send out additional invitations to cover those that did not accept

**Person:** Malinda Stutsman

**Activity:** Develop After School Tutoring Program

**Sep 15, 2009:** Assign teachers to students of similar grade levels. Teachers are responsible for activities and materials needed to cover the teaching of Indiana Academic Standards

**Person:** Malinda Stutsman

**Activity:** Develop After School Tutoring Program

## Parent Involvement

**Jul 30, 2009:** Ask for volunteers to help with the set up, cooking, serving, and clean up of the food. At least 10 volunteers are needed.

**Person:** Malinda Stutsman

**Activity:** Meet the Teacher Night (Welcome Back to School Night)

**Jul 30, 2009:** Develop a menu of foods to be served based on cost. Funds to be provided by money from the Fundraiser account

**Person:** Malinda Stutsman

**Activity:** Meet the Teacher Night (Welcome Back to School Night)

**Jul 30, 2009:** Develop an agenda for the night. Schedule times for eating, overall discussion of Title 1 items, and three rotations of times for visiting the classrooms

**Person:** Marty Watson

**Activity:** Meet the Teacher Night (Welcome Back to School Night)

**Jul 30, 2009:** Select a date for Meet the Teacher Night based on school calendar. This must be within the first week or two of school

**Person:** Marty Watson

**Activity:** Meet the Teacher Night (Welcome Back to School Night)

**Aug 5, 2009:** Ask for volunteers for a committee for the Family Literacy Night

**Person:** Marty Watson

**Activity:** Develop Family Literacy Night program

**Aug 5, 2009:** Order books from Barnes & Noble or Scholastic for each child to be given. Also make a copy of the students at Loge School to mark off when they pick up their free book.

**Person:** Malinda Stutsman

**Activity:** Develop Family Literacy Night program

**Aug 5, 2009:** Select date for Family Literacy Night based on availability of Scholastic Book Fair.

**Person:** Marty Watson

**Activity:** Develop Family Literacy Night program

**Aug 5, 2009:** Set up the night with the Scholastic Book Fair

**Person:** Carla Woolsey

**Activity:** Develop Family Literacy Night program

**Aug 5, 2009:** Ask teachers for information to be added to the workshop monthly

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

- Aug 5, 2009:** Produce a skeletal website for Loge Elementary  
**Person:** Lisa Sharp  
**Activity:** Develop Website for Loge Elementary
- Aug 5, 2009:** Research a list of important websites that parents will find helpful  
**Person:** Lisa Sharp  
**Activity:** Develop Website for Loge Elementary
- Aug 5, 2009:** Order food and decorations  
**Person:** Malinda Stutsman  
**Activity:** Meet the Teacher Night (Welcome Back to School Night)
- Aug 5, 2009:** Print agendas to be handed out to parents/ teachers that night  
**Person:** Malinda Stutsman  
**Activity:** Meet the Teacher Night (Welcome Back to School Night)
- Aug 5, 2009:** Provide teachers with a sign in sheet for parents to sign that they attended the meeting  
**Person:** Malinda Stutsman  
**Activity:** Meet the Teacher Night (Welcome Back to School Night)
- Aug 5, 2009:** Provide teachers with copies of the Title 1 packet for all students. This packet includes the Parent's Right to Know, Parental Involvement policies for Loge and WCSC and the Parent Compact. Parents will sign these and return to school at this meeting.  
**Person:** Malinda Stutsman  
**Activity:** Meet the Teacher Night (Welcome Back to School Night)
- Aug 5, 2009:** Remind teachers to develop their own agenda and materials to discuss in each rotation. This should include classroom procedures, expectations, etc.  
**Person:** Marty Watson  
**Activity:** Meet the Teacher Night (Welcome Back to School Night)
- Aug 10, 2009:** Committee to begin meeting and determine the various booths that will be available, what activities will take place at these booths, and who will work them.  
**Person:** Malinda Stutsman  
**Activity:** Develop Family Literacy Night program
- Aug 10, 2009:** Send home reminders to parents of this event. Also, remind students daily through announcements and their agenda books  
**Person:** Marty Watson  
**Activity:** Meet the Teacher Night (Welcome Back to School Night)
- Aug 30, 2009:** Committee to meet and determine the date of the first workshop based on availability of school  
**Person:** Heather Warner  
**Activity:** Develop Pre Kindergarten Literacy Nights
- Aug 30, 2009:** Send home notices with the students informing parents of the website and what it offers  
**Person:** Lisa Sharp  
**Activity:** Develop Website for Loge Elementary
- Aug 30, 2009:** After meal, Title 1 teacher and principal discuss the Title 1 packet each parent will receive. They explain the Parental Involvement policy, Parents Right to Know, and any Choice School information required.  
**Person:** Marty Watson  
**Activity:** Meet the Teacher Night (Welcome Back to School Night)
- Aug 30, 2009:** Day of event, set up cafeteria, set out agendas, prepare food, etc.  
**Person:** Malinda Stutsman  
**Activity:** Meet the Teacher Night (Welcome Back to School Night)
- Aug 31, 2009:** Each person responsible for a book will find their own materials and make copies and set their booth up after school the day of the Family Literacy Night and tear it down afterwards  
**Person:** Marty Watson

**Activity:** Develop Family Literacy Night program

**Aug 31, 2009:** Make copies of programs to hand out for each family which includes a map of the available booths

**Person:** Malinda Stutsman

**Activity:** Develop Family Literacy Night program

**Sep 5, 2009:** Maintain website monthly by collecting information from teachers and staff on student achievements, programs available, upcoming events, etc.

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

**Sep 5, 2009:** Within a week after the event, collect all signed Title 1 Packets to save and the attendance sheet from each class

**Person:** Malinda Stutsman

**Activity:** Meet the Teacher Night (Welcome Back to School Night)

**Sep 15, 2009:** Any scheduling that needs to occur such as guest speakers or volunteers will be done. If food is decided on, it will be ordered along with any set up materials. Copies will be made for parent handouts.

**Person:** Heather Warner

**Activity:** Develop Pre Kindergarten Literacy Nights

**Sep 15, 2009:** Invitations will be prepared and sent home with all current Kindergarten students that have younger siblings. These invitations will be sent to the three local preschools to be distributed as well as the library.

**Person:** Heather Warner

**Activity:** Develop Pre Kindergarten Literacy Nights

**Sep 15, 2009:** The committee will meet to discuss if food can be provided, activities for children to do while their parents are in the workshop, volunteers, and what information will be distributed

**Person:** Heather Warner

**Activity:** Develop Pre Kindergarten Literacy Nights

**Sep 15, 2009:** Title 1 will look into availability of any free materials such as books or parent pamphlets that can be handed out

**Person:** Malinda Stutsman

**Activity:** Develop Pre Kindergarten Literacy Nights

**Sep 30, 2009:** After the event, give each student that didn't attend the event their free copy of a book

**Person:** Malinda Stutsman

**Activity:** Develop Family Literacy Night program

**Oct 5, 2009:** Maintain website monthly by collecting information from teachers and staff on student achievements, programs available, upcoming events, etc.

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

**Oct 31, 2009:** After this first event, the committee will meet again to determine the date of the second meeting and what information will be discussed. This will also be done again after the second meeting to schedule the third and final meeting of the year.

**Person:** Heather Warner

**Activity:** Develop Pre Kindergarten Literacy Nights

**Nov 5, 2009:** Maintain website monthly by collecting information from teachers and staff on student achievements, programs available, upcoming events, etc.

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

**Dec 5, 2009:** Maintain website monthly by collecting information from teachers and staff on student achievements, programs available, upcoming events, etc.

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

**Jan 5, 2010:** Maintain website monthly by collecting information from teachers and staff on student achievements, programs available, upcoming events, etc.

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

**Feb 5, 2010:** Maintain website monthly by collecting information from teachers and staff on student achievements, programs available, upcoming events, etc.

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

**Mar 5, 2010:** Maintain website monthly by collecting information from teachers and staff on student achievements, programs available, upcoming events, etc.

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

**Apr 5, 2010:** Maintain website monthly by collecting information from teachers and staff on student achievements, programs available, upcoming events, etc.

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

**May 5, 2010:** Maintain website monthly by collecting information from teachers and staff on student achievements, programs available, upcoming events, etc.

**Person:** Lisa Sharp

**Activity:** Develop Website for Loge Elementary

## Peer Review for SIP

**Apr 5, 2009:** Accumulate a list of the other elementary schools in our district that have met AYP and have similar demographics to Loge

**Person:** Marty Watson

**Activity:** Review Committee

**Apr 10, 2009:** Contact the schools and ask them to form a committee of five including administrators and teachers within the building to review our plan

**Person:** Marty Watson

**Activity:** Review Committee

**Apr 10, 2009:** Set time for the schools to review our plan and schedule a meeting with their principal and our School Improvement Team to review findings

**Person:** Marty Watson

**Activity:** Review Meeting and Materials

**Apr 30, 2009:** Provide a copy of the School Improvement plan

**Person:** Malinda Stutsman

**Activity:** Review Meeting and Materials

**Apr 30, 2009:** Provide copies of the School Improvement Plan (NCLB) Checklist for Cycle 1 and Cycle 2 which includes the 10 components and 4 additional

**Person:** Malinda Stutsman

**Activity:** Review Meeting and Materials

**Apr 30, 2009:** Provide peer review forms to the schools conducting the reviews.

**Person:** Malinda Stutsman

**Activity:** Review Meeting and Materials

**May 15, 2009:** Make necessary revisions to the plan based on the peer review meetings

**Person:** Malinda Stutsman

**Activity:** SIP Update

**May 15, 2009:** Meet with Peer Review Team to discuss changes needed to the SIP

**Person:** Marty Watson

**Activity:** SIP Update



## Teacher Mentoring Program

**Aug 10, 2009:** Develop a schedule to meet with grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

**Sep 10, 2009:** Teachers will meet grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

**Sep 10, 2009:** Partner Teachers will be assigned as needed throughout the year

**Person:** Marty Watson

**Activity:** Partner Teachers

**Oct 10, 2009:** Teachers will meet grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

**Nov 10, 2009:** Teachers will meet grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

**Dec 10, 2009:** Teachers will meet grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

**Jan 10, 2010:** Teachers will meet grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

**Feb 10, 2010:** Teachers will meet grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

**Mar 10, 2010:** Teachers will meet grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

**Apr 10, 2010:** Teachers will meet grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

**May 10, 2010:** Teachers will meet grade level and cross grade levels bi-weekly

**Person:** Lisa Sharp

**Activity:** Development of staff collaboration

## Technology Coordination

**Jul 10, 2009:** Purchase 16 computers

**Person:** Marty Watson

**Activity:** Purchase Equipment

**Aug 1, 2009:** Install 16 computers

**Person:** Marty Watson

**Activity:** Purchase Equipment

**Aug 8, 2009:** Find information

**Person:** Stephanie Roy/ Lisa Taylor

**Activity:** Give Information about new technologies to teachers

**Aug 9, 2009:** Collect information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Aug 9, 2009:** Create and distribute handouts  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies

**Aug 9, 2009:** Talk to whole group during meetings  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies

**Aug 21, 2009:** Announce Fundraiser at Char. Counts program  
**Person:** Stephanie Roy/ Heather Oxley  
**Activity:** Fundraiser "Coins for Computers"

**Aug 28, 2009:** Collect Pennies from each homeroom  
**Person:** Stephanie Roy/ Heather Oxley  
**Activity:** Fundraiser "Coins for Computers"

**Sep 1, 2009:** Pass out information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Sep 4, 2009:** Collect Nickels from each Homeroom  
**Person:** Stephanie Roy/ Heather Oxley  
**Activity:** Fundraiser "Coins for Computers"

**Sep 11, 2009:** Collect dimes from each homeroom  
**Person:** Stephanie Roy/ Heather Oxley  
**Activity:** Fundraiser "Coins for Computers"

**Sep 18, 2009:** Collect Quarters from each homeroom  
**Person:** Stephanie Roy/ Heather Oxley  
**Activity:** Fundraiser "Coins for Computers"

**Sep 25, 2009:** Collect Dollars from each homeroom  
**Person:** Stephanie Roy/ Heather Oxley  
**Activity:** Fundraiser "Coins for Computers"

**Sep 30, 2009:** List Available grants  
**Person:** Lisa Taylor  
**Activity:** Write grants

**Oct 10, 2009:** Find information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Oct 10, 2009:** gather questions for most grants  
**Person:** Beverly Esarey  
**Activity:** Write grants

**Oct 11, 2009:** Collect information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Oct 11, 2009:** Create and distribute handouts  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies

- Oct 11, 2009:** Talk to whole group during meetings  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies
- Oct 15, 2009:** Create a list of teachers willing to help others  
**Person:** Beverly Esarey  
**Activity:** Training
- Oct 30, 2009:** Assign volunteers to buddy teachers to help  
**Person:** Stephanie Roy  
**Activity:** Training
- Oct 30, 2009:** Answer Grant Questions  
**Person:** Stephanie Roy  
**Activity:** Write grants
- Oct 31, 2009:** Publish list to Faculty  
**Person:** Stephanie Roy  
**Activity:** Training
- Nov 3, 2009:** Pass out information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers
- Dec 10, 2009:** Make a list of schools with Technology widely used  
**Person:** Heather Oxley  
**Activity:** Site Visit
- Dec 12, 2009:** Find information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers
- Dec 13, 2009:** Collect information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers
- Dec 13, 2009:** Create and distribute handouts  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies
- Dec 13, 2009:** Talk to whole group during meetings  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies
- Dec 15, 2009:** Survey Teachers  
**Person:** Lisa Taylor  
**Activity:** Collect first semester/trimester follow up data
- Dec 20, 2009:** Ask schools if okay to visit  
**Person:** Heather Oxley  
**Activity:** Site Visit
- Jan 1, 2010:** Tally survey  
**Person:** Lisa Taylor  
**Activity:** Collect first semester/trimester follow up data
- Jan 5, 2010:** Pass out information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Jan 6, 2010:** Present data to Steering Team  
**Person:** Lisa Taylor  
**Activity:** Collect first semester/trimester follow up data

**Feb 1, 2010:** Get a list of volunteers to visit schools  
**Person:** Marty Watson  
**Activity:** Site Visit

**Feb 13, 2010:** Find information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Feb 14, 2010:** Collect information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Feb 14, 2010:** Create and distribute handouts  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies

**Feb 14, 2010:** Talk to whole group during meetings  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies

**Mar 1, 2010:** Visit Schools  
**Person:** Marty Watson  
**Activity:** Site Visit

**Mar 9, 2010:** Pass out information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Apr 17, 2010:** Find information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Apr 18, 2010:** Collect information  
**Person:** Stephanie Roy/ Lisa Taylor  
**Activity:** Give Information about new technologies to teachers

**Apr 18, 2010:** Create and distribute handouts  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies

**Apr 18, 2010:** Talk to whole group during meetings  
**Person:** Lisa Taylor  
**Activity:** Provide Information About new Technologies

**Apr 30, 2010:** Survey Teachers  
**Person:** Lisa Taylor  
**Activity:** Collect final semester/trimester follow up data

**May 2, 2010:** Tally Survey  
**Person:** Lisa Taylor  
**Activity:** Collect final semester/trimester follow up data

**May 10, 2010:** Present data to steering team  
**Person:** Lisa Taylor  
**Activity:** Collect final semester/trimester follow up data

## Timely Additional Assistance

**Sep 5, 2009:** Administer the two assessments in Math and LA

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**Sep 15, 2009:** Rank students based on the results the two tests to show

**Person:** Title 1 Teacher

**Activity:** Development Methods of Determination of Students Needs

**Sep 20, 2009:** Remediation schedule to be set up based on assessment results

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**Sep 25, 2009:** Provide remediation to students according to the schedule throughout the year.

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**Oct 25, 2009:** Provide remediation to students according to the schedule throughout the year.

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**Nov 25, 2009:** Provide remediation to students according to the schedule throughout the year.

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**Dec 25, 2009:** Provide remediation to students according to the schedule throughout the year.

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**Jan 25, 2010:** Provide remediation to students according to the schedule throughout the year.

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**Feb 25, 2010:** Provide remediation to students according to the schedule throughout the year.

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**Mar 25, 2010:** Provide remediation to students according to the schedule throughout the year.

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**Apr 25, 2010:** Provide remediation to students according to the schedule throughout the year.

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

**May 25, 2010:** Provide remediation to students according to the schedule throughout the year.

**Person:** Teachers

**Activity:** Development Methods of Determination of Students Needs

## Continuous Improvement Timeline

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