

School Improvement Plan - PL221 Version - 2009-2012

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Boonville Junior High School (8793)

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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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School Improvement Plan Introduction

Boonville Junior High 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

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Annie Alcorn - Teacher
- Leanne Emmons - Teacher
- Teresa Greer - Parent/Guardian
- Jim Hood - Administrator
- Kellie Noe - Community Representative (Business)
- Beth White - Teacher
- Willie Wilder - Administrator
- Steve Wilson - School Counselor

Strategy Chairs

- Leanne Emmons
- Gretchen Fleming
- Brooke Hart
- Carolyn Whyte

Community Council

- Don Atkins - Teacher (alternative school)
- Sue Augustine - Social work (child protection)
- Bob Aylsworth - Judge
- Carolyn Aylsworth - Media Specialist
- Rose Castle - Occupational counselor/director
- Leah Collins - Program Aide
- Carol Englebright
- Jeff France
- Sonya Franz
- Monica Freimiller - Child Advocate
- Paul Gates - Pastor
- Teresa Greer - home maker
- David Hachmeister - Sales
- Pam Hendrickson - Mayor
- Jackie Holder - homemaker
- Sydney Howe
- Jennifer Johnson - classroom aide
- Carla Kidwell - Education director
- Kelly Mitchell - Director of SIRS
- Eddie Morris
- Kevin Morris - Pastor
- Kris Morris
- Abbie Redmon - Guidance counselor
- Ryan Reynolds - Local Editor
- Sally Rideout Lambert - Public Relations
- Dennis Shreve - City Councilman / grandparent
- Sherry Smith - Deputy Prosecuting Attorney
- Diane Wallen - Bus Driver

- Todd Weber - Kennels and grooming
- Tracy Weber - Kennels and grooming
- Jared Whitney - police officer
- Chris Williams

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:

a safe environment with highly qualified, caring teachers. Students should be challenged to reach their full potential while their individual learning styles are met through varied instruction. We believe our students should be taught appropriate behavior through the modeling and application of fair and consistent rules.

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

Educators' attitudes and actions are guided by the six character traits of our school's Character Counts program. (Trustworthiness, Citizenship, Fairness, Respect, Caring, and Responsibility) These educators display a positive and respectful attitude towards all students. They give their best daily by being supportive, nurturing, empathetic, and encouraging. They lead by example. Educators differentiate for learning styles while providing a structured and disciplined classroom environment.

Parents are deeply involved in their students' lives. They have high expectations of their children and provide for their needs. Parents put academics ahead of extra-curricular activities and provide a loving and supportive home for their children.

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

are eager and enthusiastic about learning. Students are intrinsically motivated and push themselves not only toward academic excellence, but excellence in all aspects of their lives. They respect themselves, one another, and people in the community. They are emotionally, mentally, and physically healthy. Finally, students possess a sense of duty and accountability for their actions and are well-prepared for life.

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

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Language Arts: 100%
- % of students who pass all ISTEP tests: 100%
- % of students who reading at/above grade level: 100%
- % of students who are at/above grade level in math: 100%
- % of students who pass all classes: 100%
- % of students who pass Core 40 End-of-Course Test Algebra I: 100%
- % of students who earn a 4.0 GPA on a 4.0 GPA scale: 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 male students taking the ISTEP assessment - % passing ISTEP Eng/LA (8th grade Seat Data)

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	
NA	NA	NA	NA	NA	57%	60%		63%		66%		100%

All students - % reading at or above grade level (7th and 8th 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	
60%	57%	62%	62%	66%	59.1	70%		73%		76%		100%

All students taking the ISTEP (8th grade) - % who mastered Reading Comprehension

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	
72%	71%	73%	73%	75%	69%	72%		75%		78%		100%

All students taking the ISTEP assessment - % passing ISTEP Eng/LA (8th grade Seat Data)

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	
71%	71%	73%	73%	73%	68%	71%		74%		77%		100%

All students taking the ISTEP assessment - % passing ISTEP Math Test (8th grade Seat Data)

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	
74%	79%	74%	82%	80%	80%	82%		84%		86%		100%

Free/Reduced Students - % passing ISTEP Eng/LA (8th grade Seat Data)

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	
54%	57%	59%	62%	63%	59%	62%		65%		68%		100%

Special Education Students - % of special education students passing ISTEP Eng/LA (8th grade Seat Data)

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	
21%	36%	35%	36%	35%	23%	35%		38%		41%		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: Students' lack of motivation to turn in homework

31% of 7th graders and 23% of 8th graders strongly agree that they pay attention in class. 23% of faculty members disagree that students turn their homework in every day 56% of students say teachers relate what they are teaching to the students' personal interest

Concern: Low Achieving Students' Expectations That They Won't Master the Indiana Academic Standards

21% of C/D students do not know if they will continue education after high school. 6% of 8th grade C/D students strongly agree that they will master the Indiana Academic Standards

Concern: Students lack of ability to connect their behaviors to set social consequences

The number of discipline referrals, suspensions, and expulsions.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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

Character Counts —

Build on current Character Counts program. Each grading period we will focus on one character trait through a variety of activities. The character traits which will be covered are: responsibility, caring, respect, trustworthiness, fairness, and citizenship. Recognition and rewards will be provided for the students as incentives for motivation. Teachers will continue writing merits to recognize students doing good deeds.

Reduce the Z(eroes) —

Teachers will work to reduce the number of zeroes in the gradebook. Various methods will be used to prevent students from getting zeroes and developing a plan to deal with those students who continue to get zeroes.

Required Strategies

F. Encourage Rigorous Curriculum: Algebra 1 Offered to 8th Graders for High School Credit —

Every year an Algebra 1 class is offered to eighth graders who qualify through previous math classes, ISTEP scores and teacher recommendation. If the student performs at a level they are pleased with, they can use this class to earn high school credits.

I. Focused Academic Area: Language Arts Across the Curriculum —

Language Arts Across the Curriculum is a strategy where all teachers will be implementing Language Arts skills in their classroom. These skills include the "DO" words, like: compare and contrast, describe, and evaluate. Instructional strategies will be implemented on daily basis in various ways in the classroom, such as: bell ringers, vocabulary, homework, and group lessons. These Language Arts skills will also be assessed by homework, test and quizzes.

U. Focused Student Group: Language Arts Across the Curriculum —

Language Arts Across the Curriculum is a strategy that will benefit all students, but came about because of our male ISTEP scores being so low. All teachers will be implementing Language Arts skills in their classroom. These skills include the "DO" words, like: compare and contrast, describe, and evaluate. Instructional strategies will be implemented on a daily basis in various ways in the classroom, such as: bell ringers, vocabulary, homework, and group lessons. These language arts skills will also be assessed by homework, tests, and quizzes. Please refer to the Focused Academic Area strategy for the Task Force Roster, Strategy Data, and To Do List.

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.

Reduce the Z(eroes)

Professional Development Activity	Funding	Activity Purpose
<i>Brief inservice</i>	Source: None Needed Amount: \$0	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
A brief inservice held at school to show teachers how to run the report - a detailed midterm progress report which indicated all grades received.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching

I. Focused Academic Area: Language Arts Across the Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Introduce Language Arts across Curriculum (LAAC) to Staff</i>	Source: None Needed Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
We will have a staff meeting where we will explain LAAC to the staff and give examples of how language arts can be incorporated into all areas of curriculum. Teacher	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>LAAC Teacher Review and check-up</i>	Source: None Needed Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
We will have a follow up staff meeting where teachers will be allowed to bring questions and concerns to the committee. We will do more training and help for those who need extra support.	Teachers	Talk to Presentation/Workshop Peer Coaching

U. Focused Student Group: Language Arts Across the Curriculum

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: Students' lack of motivation to turn in homework

Data Targets Influenced by This Concern:

- All students taking the ISTEP assessment -- % passing ISTEP Eng/LA (8th grade Seat Data)
- All students taking the ISTEP assessment -- % passing ISTEP Math Test (8th grade Seat Data)

Strategies to Impact This Concern:

- Character Counts
- Reduce the Z(eroes)

Concern: Low Achieving Students' Expectations That They Won't Master the Indiana Academic Standards

Data Targets Influenced by This Concern:

- All students taking the ISTEP (8th grade) -- % who mastered Reading Comprehension
- All students taking the ISTEP assessment -- % passing ISTEP Eng/LA (8th grade Seat Data)
- All students taking the ISTEP assessment -- % passing ISTEP Math Test (8th grade Seat Data)
- Free/Reduced Students -- % passing ISTEP Eng/LA (8th grade Seat Data)
- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th grade Seat Data)

Strategies to Impact This Concern:

- Reduce the Z(eroes)

Concern: Students lack of ability to connect their behaviors to set social consequences

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Character Counts

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All students -- % reading at or above grade level (7th and 8th grades)
- All students taking the ISTEP assessment -- % passing ISTEP Math Test (8th grade Seat Data)
- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th grade Seat Data)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Algebra 1 Offered to 8th Graders for High School Credit

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP (8th grade) -- % who mastered Reading Comprehension

Strategies to Impact This Concern:

- I. Focused Academic Area: Language Arts Across the Curriculum
- U. Focused Student Group: Language Arts Across the Curriculum

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All male students taking the ISTEP assessment -- % passing ISTEP Eng/LA (8th grade Seat Data)
- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th grade Seat Data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Language Arts Across the Curriculum
- U. Focused Student Group: Language Arts Across the Curriculum

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's front office and library	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP is given to all grade levels. Also students are evaluated using Renaissance Reading and Math tests, as well as, Student Success Process (SSP) language arts and math tests.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	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.

Focused Academic Area

May 25, 2009: Collect Baseline data

Person: Carolyn Whyte

Activity: Collect Data

Aug 11, 2009: Intro Nonlanguage Arts Teachers

Person: Cwhyte

Activity: Infor teachers of LAAC

Aug 11, 2009: Explain in detail to all teacehrs LAAC

Person: All Language Atrs Teachers

Activity: Informing all Teachers of LAAC

Aug 11, 2009: After school intro to staff

Person: Carolyn Whyte

Activity: Introduce Language Arts across Curriculum (LAAC) to Staff

Aug 11, 2009: Create a big activity list

Person: Whyte, Dalton, White

Activity: Planning for Language Arts across the Curriculum

Aug 11, 2009: Gather "Do" Language Arts Words

Person: Annie Alcorn

Activity: Planning for Language Arts across the Curriculum

Aug 11, 2009: Gather "Do" Math Words

Person: Phil Peach

Activity: Planning for Language Arts across the Curriculum

Aug 11, 2009: Make Grid tally sheet

Person: CWhyte

Activity: Planning for Language Arts across the Curriculum

Aug 30, 2009: All content area teacherswill utilize LAAC on a daily basis

Person: All teachers

Activity: Language Arts Instructional Stragegies

Sep 15, 2009: Review with all teachers the LAAC strategy

Person: Carolyn Whyte

Activity: LAAC Teacher Review and check-up

Sep 25, 2009: Team Meetings to further discuss LAAC

Person: Each team in each grade

Activity: Introduce Language Arts across Curriculum (LAAC) to Staff

Sep 30, 2009: All content area teacherswill utilize LAAC on a daily basis

Person: All teachers

Activity: Language Arts Instructional Stragegies

Oct 15, 2009: Review with all teachers the LAAC strategy

Person: Carolyn Whyte

Activity: LAAC Teacher Review and check-up

Oct 30, 2009: All content area teachers will utilize LAAC on a daily basis
Person: All teachers
Activity: Language Arts Instructional Strategies

Nov 15, 2009: Review with all teachers the LAAC strategy
Person: Carolyn Whyte
Activity: LAAC Teacher Review and check-up

Nov 30, 2009: All content area teachers will utilize LAAC on a daily basis
Person: All teachers
Activity: Language Arts Instructional Strategies

Dec 15, 2009: Collect data
Person: Carolyn Whyte
Activity: Collect first semester/trimester follow up data

Dec 15, 2009: Review with all teachers the LAAC strategy
Person: Carolyn Whyte
Activity: LAAC Teacher Review and check-up

Dec 30, 2009: All content area teachers will utilize LAAC on a daily basis
Person: All teachers
Activity: Language Arts Instructional Strategies

Jan 15, 2010: Review with all teachers the LAAC strategy
Person: Carolyn Whyte
Activity: LAAC Teacher Review and check-up

Jan 30, 2010: All content area teachers will utilize LAAC on a daily basis
Person: All teachers
Activity: Language Arts Instructional Strategies

Feb 15, 2010: Review with all teachers the LAAC strategy
Person: Carolyn Whyte
Activity: LAAC Teacher Review and check-up

Mar 2, 2010: All content area teachers will utilize LAAC on a daily basis
Person: All teachers
Activity: Language Arts Instructional Strategies

Mar 15, 2010: Review with all teachers the LAAC strategy
Person: Carolyn Whyte
Activity: LAAC Teacher Review and check-up

Apr 2, 2010: All content area teachers will utilize LAAC on a daily basis
Person: All teachers
Activity: Language Arts Instructional Strategies

Apr 15, 2010: Review with all teachers the LAAC strategy
Person: Carolyn Whyte
Activity: LAAC Teacher Review and check-up

May 15, 2010: Collect Data
Person: Carolyn Whyte
Activity: Collect final semester/trimester follow up data

May 15, 2010: Review with all teachers the LAAC strategy
Person: Carolyn Whyte
Activity: LAAC Teacher Review and check-up

Reduce the Z(eroes)

May 21, 2009: Teachers will count the number of zeroes in each class and count them by semester.

Person: Kathy Elder

Activity: Collect baseline data

Aug 21, 2009: Use posters and announcements to promote hard work and turning all work in.

Person: Curt Uebelhor

Activity: Encourage students to complete and turn in work so they have no Zeroes

Aug 22, 2009: Teachers will be reminded to call home to parents after a student receives three zeroes in one grading period.

Person: Emily Slepsky

Activity: Parent phone calls when student receive their third zeroes in one grading period.

Aug 31, 2009: A brief inservice at school to show teachers how to run the report - a detailed midterm progress report which indicates all grades received.

Person: Larry Wise

Activity: Brief inservice

Sep 4, 2009: Homeroom teachers will be reminded to go over midterm reports and discuss the zeroes and ways to eliminate them.

Person: Brooke Hart

Activity: Homeroom teachers will go over student's grades and discuss zeroes and ways to eliminate them.

Sep 4, 2009: Teachers will print out midterms and give to students.

Person: Larry Wise

Activity: Midterms will be printed out.

Sep 25, 2009: Announcement will be made to promote hard work and turning in all work.

Person: Willie Wilder

Activity: Announcement to encourage students to complete work and turn in work so they have no zeroes.

Sep 28, 2009: Teachers will be reminded to call home to parents after a student receives three zeroes in one grading period.

Person: Emily Slepsky

Activity: Parent phone calls when student receive their third zeroes in one grading period.

Oct 2, 2009: Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a Celebration session.

Person: Willie Wilder

Activity: To provide incentives like prizes and recognition to those student who do not have zeroes.

Oct 15, 2009: Homeroom teachers will be reminded to go over midterm reports and discuss the zeroes and ways to eliminate them.

Person: Brooke Hart

Activity: Homeroom teachers will go over student's grades and discuss zeroes and ways to eliminate them.

Oct 15, 2009: Teachers will print out midterms and give to students.

Person: Larry Wise

Activity: Midterms will be printed out.

Nov 9, 2009: Announcement will be made to promote hard work and turning in all work

Person: Willie Wilder

Activity: Announcement to encourage students to complete work and turn in work so they have no zeroes.

Nov 9, 2009: Teachers will be reminded to call home to parents after a student receives three zeroes in one grading period.

Person: Emily Slepsky

Activity: Parent phone calls when student receive their third zeroes in one grading period.

Nov 13, 2009: Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a Celebration session.

Person: Willie Wilder

Activity: To provide incentives like prizes and recognition to those student who do not have zeroes.

- Nov 25, 2009:** Homeroom teachers will be reminded to go over midterm reports and discuss the zeroes and ways to eliminate them.
Person: Brooke Hart
Activity: Homeroom teachers will go over student's grades and discuss zeroes and ways to eliminate them.
- Nov 25, 2009:** Teachers will print out midterms and give to students.
Person: Larry Wise
Activity: Midterms will be printed out.
- Dec 18, 2009:** Teachers will self report on the number of times they called parents when a student had three zeroes and send the information to Emily Slepky.
Person: Emily Slepky
Activity: Collect first semester/trimester follow up data
- Jan 4, 2010:** Announcement will be made to promote hard work and turning in all work
Person: Willie Wilder
Activity: Announcement to encourage students to complete work and turn in work so they have no zeroes.
- Jan 4, 2010:** Teachers will be reminded to call home to parents after a student receives three zeroes in one grading period.
Person: Emily Slepky
Activity: Parent phone calls when student receive their third zeroes in one grading period.
- Jan 8, 2010:** Teachers will count all zeroes in the semester and send the information to Kathy Elder.
Person: Kathy Elder
Activity: Collect first semester/trimester follow up data
- Jan 8, 2010:** Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a Celebration session.
Person: Willie Wilder
Activity: To provide incentives like prizes and recognition to those student who do not have zeroes.
- Jan 22, 2010:** Homeroom teachers will be reminded to go over midterm reports and discuss the zeroes and ways to eliminate them.
Person: Brooke Hart
Activity: Homeroom teachers will go over student's grades and discuss zeroes and ways to eliminate them.
- Jan 22, 2010:** Teachers will print out midterms and give to students.
Person: Larry Wise
Activity: Midterms will be printed out.
- Feb 15, 2010:** Announcement will be made to promote hard work and turning in all work
Person: Willie Wilder
Activity: Announcement to encourage students to complete work and turn in work so they have no zeroes.
- Feb 15, 2010:** Teachers will be reminded to call home to parents after a student receives three zeroes in one grading period.
Person: Emily Slepky
Activity: Parent phone calls when student receive their third zeroes in one grading period.
- Feb 19, 2010:** Those student who do not have zeroes will have their names entered into a drawing for prizes to be given away at a Celebration session.
Person: Willie Wilder
Activity: To provide incentives like prizes and recognition to those student who do not have zeroes.
- Mar 12, 2010:** Homeroom teachers will be reminded to go over midterm reports and discuss the zeroes and ways to eliminate them.
Person: Brooke Hart
Activity: Homeroom teachers will go over student's grades and discuss zeroes and ways to eliminate them.
- Mar 12, 2010:** Teachers will print out midterms and give to students.
Person: Larry Wise
Activity: Midterms will be printed out.

Apr 13, 2010: Announcement will be made to promote hard work and turning in all work.

Person: Willie Wilder

Activity: Announcement to encourage students to complete work and turn in work so they have no zeroes.

Apr 13, 2010: Teachers will be reminded to call home to parents after a student receives three zeroes in one grading period.

Person: Emily Slepsky

Activity: Parent phone calls when student receive their third zeroes in one grading period.

Apr 16, 2010: Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a Celebration session.

Person: Willie Wilder

Activity: To provide incentives like prizes and recognition to those student who do not have zeroes.

Apr 30, 2010: Homeroom teachers will be reminded to go over midterm reports and discuss the zeroes and ways to eliminate them.

Person: Brooke Hart

Activity: Homeroom teachers will go over student's grades and discuss zeroes and ways to eliminate them.

Apr 30, 2010: Teachers will print out midterms and give to students.

Person: Larry Wise

Activity: Midterms will be printed out.

May 25, 2010: Teachers will count all zeroes in the semester and send the information to Kathy Elder.

Person: Kathy Elder

Activity: Collect final semester/trimester follow up data

May 25, 2010: Teachers will self report on the number of times they called parents when a student had three zeroes and send the information to Emily Slepsky.

Person: Emily Slepsky

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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