

School Improvement Plan - PL221 Version - 2008-2011

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Chandler Elementary School (8813)

Warrick County School Corp

Chandler, 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

Chandler 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

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

- Tracy Cron - Teacher
- Dan Gross - Community Representative (Pastoral)
- Brad Harrison - School Counselor
- Kurt Krodel - Administrator
- Ginger Schaperjohn - Teacher
- Stephanie Virgin - Administrator
- Lisa Zizzo - Teacher

Strategy Chairs

- Brad Harrison
- Amanda Horne
- Ginger Schaperjohn
- Cady Schmitt
- Christie Still
- Melanie Strahle
- Stephanie Virgin
- Kathy Wilder

Community Council

- Jennifer Adair
- Penny Adams
- Marvin Bruce - Sheriff's deputy
- Amy Causey
- Theresa Chavez
- Carla Cieslack
- Pamela Cox
- Wendell Cron - Operator
- Tammy Dougan - Teacher
- Christina Fark - CPT President
- Harold Fisher
- Nick Granderson - Farmer
- Marsha Gross - Helping Hands Volunteer Coordinator
- Jana Harrison
- Christina Hemenway - Banking
- Alvin Holder
- Ray Jenkins
- Stacy Keel
- Dorothy Kroeger - Business Owner
- Kathy S. Merrill
- Chrish Mulzer
- Robyn Parkhill
- Teresa Paul - Homemaker
- Joyce Rodgers
- Lee Ann Roeder

- Mike Roeder
- Kelly Schlensker-Herr
- Lisa Selby
- Sally Siebert
- Amanda Smith
- Henry Spindler - Butcher
- Loretta Spindler - Self-Employed
- Amanda Stacy
- Mindy Stephens
- Audrey Taber
- Sherry Taber
- Christy Taylor
- Kristi Tepool
- Kathy Titzer - Owner
- Michelle Trabant
- Kenny Virgin - Manager
- Shannon Virgin
- Randy Voight - Stockbroker
- Thersa Weisman
- Danielle Wesselman

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:

CHANDLER'S VISION FOR OUR STUDENTS: We believe that all students deserve the opportunity to receive an exemplary education that includes differentiated instruction, small class sizes, individualized instruction, access to current technology, hands-on learning, and year round enrichment classes. We believe that all students should come to school well-rested, fed, and healthy. We believe that all students deserve equal opportunities, including preschool experiences as a part of a free, public education. We believe that all students deserve highly knowledgeable, motivated, and caring school personnel (teachers, administrators, and staff), who will have high expectations for all students. We believe that all students deserve to learn appropriate, respectful behaviors from positive role models. We believe that all students deserve our best efforts while being inspired to reach their full potential. We believe that all students should be recognized for their academic efforts and community service. Students deserve the opportunity to be a part of their community through participation in various community-sponsored activities and functions. Students deserve the opportunity to have their ideas and opinions heard. Students deserve a sense of belonging and do not need to feel responsible for others's decisions and actions that they have no power to change. Above all, we believe that students deserve positive structure, a safe and secure environment, and love in order to maximize their potential.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions. All school personnel, parents, care givers and community members place a high value on education. All adults equally participate in information sharing to enhance the educational process of all students. All adults treat students with respect and compassion while taking time to listen to their ideas and opinions, thereby enabling the students to feel empowered to embrace life's challenges. Enthusiastic and motivated adults provide a safe, secure, loving, and caring environment to foster the success of all students. Adults reward students for academic success, as well as citizenship, through various achievement and character-building programs. Adults work together to recognize students's potential and assist in developing goals based upon the students's individual needs. Flexible adults, willing to embrace change, create an environment where students are provided choices which encompass a variety of learning styles, differentiated instruction, and multiple assessment strategies. Adults exhibit positive attitudes, while providing students with consistent and impartial leadership. School personnel, parents, care givers, and community members provide opportunities for extended learning beyond the school's physical boundaries.

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

In this environment where all adults are living by their core convictions, students come prepared to accept the academic challenges set before them. Students arrive on time and are ready to learn daily. Students are focused on their education and are able to transfer their knowledge into a variety of situations. Intrinsically motivated students excel in goal setting and problem solving. As independent thinkers, eager students take an active role and possess the necessary skills in meeting the demands of a rigorous curriculum. With positive attitudes, students are willing and able to accept and apply constructive criticism to ensure their academic success. Our open-minded students accept diversity and display respect among adults and peers. Students demonstrate responsibility for their own actions and can overcome distractions and negative influences of home and peers. In addition to the school environment, our well-rounded students branch out into the community and are involved in cultural activities that provide positive real-life experiences. By being self-confident risk-takers, students are equipped to progress to the next level of learning while preparing to become productive citizens.

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

- % of students who 3rd - 6th graders master ISTEP+ essential skills: 100%
- % of students who 3rd - 6th graders master ISTEP+ math skills: 100%
- % of students who 3rd - 6th graders master ISTEP+ language arts skills: 100%
- % of students who 3rd - 6th graders score 6 out of 6 in ISTEP+ Writing Application: 100%
- % of students who 3rd - 6th graders score 4 out of 4 in ISTEP+ Language Convention: 100%
- % of students who 3rd & 5th graders master ISTEP+ science: 100%
- % of students who 3rd & 5th graders master ISTEP+ social studies: 100%
- % of students who 3rd - 6th graders master all ISTEP+ tests: 100%

- % of students who 3rd & 6th graders master CTBS+ essential skills: 100%
- % of students who 1st â 6th graders work at or above grade level from STAR Reading: 100%
- % of students who 1st â 6th graders work at or above grade level from STAR Math: 100%
- % of students who Pre-Kindergarten students who score 56 out of 69 on the Lollipop Test: 100%
- % of students who Kindergarten students who score 69 out of 69 on the Lollipop Test: 100%
- % of students who Kindergarten students work at or above their target goal on Dibels: 100%
- % of students who 1st graders work at or above their target goal on Dibels: 100%

Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	83.1	84	81.4	82		83		84		85		100

All Special Education Students taking the ISTEP assessment - % passing ISTEP Eng/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
52	46	51	45	51	45	51		56		60		100

All Students taking the ISTEP assessment (across grades) - % passing ISTEP Eng/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	81	82	83	84	82	83		84		85		100

All Students taking the ISTEP assessment (across grades) - % passing ISTEP Math Test

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87	81	82	86	87	80	81		82		83		100

Free and Reduced students in grades 3-6 - % passing ISTEP Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					76	77		78		79		100

Students in grades 1-6 - % showing a minimum of 9 months growth in May

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

Students in grades 3-6 - % reading at or above grade level in May

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						85		87		90		100

Students with special needs in grades 3-6 - % passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					45	50		55		61		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 need more exposure to real world experiences.

Survey question page 65: About 1/3 of the students, teachers, and community did not agree with the statement, "I will compete for jobs with students from other countries." Guidance Inquiry Questions 1 & 2 page 76: There was strong input from the teachers about behavior and plans for students' futures.

Concern: Student's home environment can negatively affect their academic performance.

Inquiry Question; From student discussion 37% agreed

Concern: The behavior of other students negatively affects students' academic performance.

Survey questions page 25: 3 & 6 grade Free/Reduced students 13%, 17% respectively and 4th grade B & C: Students do not agree with the statement, "I pay attention in class." Student summary #6 "ideal student" discussion - students want teachers to relate the academics to their personal interests. Survey question page 83: A high percentage of students, teachers, parents, and community agree with the statement, "The behavior of other students interferes with my ability to learn." Environment Inquiry Question #3 page 95: Strong input from teachers about student behavior. During meetings - strategy for behavior was mentioned many times with much discussion.

Concern: Students with special needs need more opportunities for exposure to grade level curriculum adapted to their ability level.

Inquiry question #2 page 9; poor home environment, lack of parental support and participation, low parent expectations, and high level of special ed and free or reduced students may explain low achievement. Inquiry question #1 page 56: Differentiation and accommodations can be improved with regular education and special education teachers co-teaching.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

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

BUMP: Behavior "U" Must Prevent!

Teachers in grades K-6 will implement a school-wide behavior policy addressing expectations and procedures to be used in all areas except the classroom. Faculty and staff will explain behavioral expectations along with procedures to reinforce positive behavior. Informational flyers and hallway signs will be created and displayed throughout the building. The 2008-2009 theme of the I CAN (positive attitude/motivational) program will be respect to coordinate with the new behavior policy.

Collaborative Teaching Practices for Exceptional Learners

Through research, visitations, observations, and a pilot program, teachers will gain awareness and understanding of collaborative teaching practices in adapting curriculum for the exceptional learner. An experienced and diverse faculty will assist in providing information and resources to meet grade level and/or above grade level curricular needs. The recent addition of a resource library housed in the school's media center along with online resources will be utilized in the information-sharing process. A co-teaching pilot program between general education and special education teachers will be implemented for the purpose of providing exposure to grade level curriculum for students with special needs. At the conclusion of the school year, all information gathered throughout the year will be shared and discussed to determine future utilization of collaborative teaching practices.

Partnering with Parents: A Reference Guide of Available Resources

Parents will become aware of what school, community, and area resources are available to them when they are faced with problems or needs within the family. A reference guide will be compiled to provide parents with contact information for agencies and/or programs that can provide help when they have needs. The reference guide will be organized into the following categories: 1) Opportunities for Parent Education (GED, computer, etc.); 2) Family Crises/Issues (divorce, death, parenting skills, etc.); 3) Financial Needs (food banks, help paying for housing/utilities, workshops for managing money, etc.); 4) Opportunities for students (after-school programs, summer camps, mentoring, etc.) This reference guide will be distributed initially at the beginning of the school year with updated lists sent home quarterly. In addition, this guide will be available via the school website.

Real World Experiences

Teachers will provide a variety of real world experiences for their students throughout the school year. An electronic information file will be created and stored in the "Real World Experiences" folder on the server. This folder will contain contact information of people and places which are willing to provide students with real world experiences based on Indiana Academic Standards. Teachers will be able to use the resource pamphlet as a guide to ensure that students receive a variety of real world opportunities which may include: community organizations, college visits, service projects, classroom discussions, guest speakers, and virtual field trips. Professional development training will be offered to all teachers regarding the benefits and variations of available virtual field trips.

Required Strategies

A. Parent Involvement: Keeping Parents Informed

Parents will become more engaged in their child's education through information sharing activities. A Parent Communication Folder will be sent home on the first day of school and all office correspondence will be color-coded. An orientation meeting will be held in conjunction with the two Meet the Teacher Nights scheduled at the beginning of school. The school's website will be updated monthly to inform parents about upcoming events and activities.

B. Technology Coordination

Teachers and students continue to use current technology and are always looking for more. Teachers use software products and look for technology that is included with textbook adoption. The Accelerated Reader (AR) program is used school-wide in grades K-6, including Special Education and high ability classes. Each class has a scheduled computer lab time to use Odyssey Computer Software, Microsoft Office Products, Student Writing Center, and the Internet. Each class also has one computer that is networked to the lab. Students and teachers can use the classroom computer to take AR tests or work on any software program. Teachers use the Excelsior Gradebook Program to take attendance and/or keep their grades. Teachers of special needs' students use the ICAN/ISTAR Computerized IEP Program. For additional testing, students take STAR Reading and STAR Math for placement concerns and determining growth. In addition, the computer lab is used for noon remediation for our Learning Connections: Academic Standards for Mastery program. Students in grades 1-6 use 20 minutes of their lunch/recess time to work on individualized lessons to help them master language arts and/or math standards. Our Bits and Bytes: After School Computer Access program is open Monday - Thursday for students to have additional time for remediation, research, presentations, and enrichment. Each grade level has a digital camera for teacher and/or student use. Two other digital cameras and a video camera are also available for use throughout the school. Each classroom has a mounted television with a VCR/DVD combination. A television with a laser disc player is available on a cart for classroom use. Sixth grade teachers have LCD projectors mounted in their classrooms. Two laptops and two LCD projectors are available for classroom use. A SmartBoard is available for teacher and/or student presentations.

C. Safe and Disciplined Learning Environment

The faculty, staff, and students at Chandler Elementary, along with the Warrick County School Corporation Liason Officer, and community emergency support groups will provide a physically and emotionally safe environment in which learning can take place. Emergency procedures and school policy on school shootings will be updated to include the following: classroom radios for direct communication in an emergency, visitor sign-in station and badges, employee ID badges, WCSC lock-down procedures, as well as state-mandated and random practice drills. In addition, exterior doors will be secured and monitored during the school day. Each room in the building will have an emergency safety bag. A binder containing current school safety policies and procedures will be available through the school office.

D. Attendance

Teachers take attendance twice daily using the Excelsior Gradebook. Attendance letters are computer generated, through the Letter Viewer, on a daily basis for students that have missed 10, 15 and 20 days of school. At 20 days, an attendance hearing can be held, depending upon whether or not the excuses received are from a doctor. The hearing may be held at the Corporation Office with the Director of Student Services, parent(s), and a representative from the school. The hearing could also be held at the school with parent(s), school administrator, teacher, and the Home/School adviser. Monitoring for those students that continue to have absences over 20 days is done through the Principal Viewer of the Gradebook program. A referral may be made to the appropriate authorities when a child reaches 30 days of absences. Also, a conference is set to determine if retention is recommended, due to any negative impact the absences may have on grades. A Child Incapacitated Form is offered to any parent whose child is absent from school for 15 days or more. This form is given to the doctor to sign, indicating that a child has a medical condition that prevents them from attending school on a regular basis. Parents may request this form at any time during the school year. The Child Incapacitated Form needs to be renewed each year by the family doctor. A letter is sent to the parents of students that had more than 20 absences in the previous school year when their child reaches 5 days absent in the current school year. This letter is sent by the Home/School adviser and reviews the attendance policy and expectations for the student. To encourage school attendance, students with perfect attendance during a grading period are recognized at the "I CAN" programs. In addition, they also receive attendance pins and prizes.

G1. Exceptional Learners - Gifted

Chandler Elementary houses one of the Warrick County EXCEL programs for high ability students. Because of our diverse school, we strive to provide programs that accommodate all students at all levels. Teachers have been trained, and are encouraged, to differentiate lessons for all students, including high achieving and high ability students. When adopting textbooks, teachers look for series that have suggestions for teaching high, middle, and low students. Our AR (Accelerated Reader) program was implemented for all students. We order books for our library, and the tests that go with them, to reach the 12th grade level. Students in the EXCEL program, as well as good readers in other classrooms, use this program to encourage and challenge reading. Bits & Bytes is an after-school computer program that enables students to have extra time on the computers. Teachers can send students to the computer lab for 45 minutes after school. Students can work on Odyssey, a computer software program, with a variety of lessons for all skill levels. Students can also work on research projects using the Internet. In addition, the students can work on any other program, such as Student Writing Center or any of the Microsoft Office products to enhance their learning.

G2. Exceptional Learners - Special Education

See the Local Area of Concern Strategy: Collaborative Teaching Practices for the Exceptional Learner.

H. Cultural Competency

Included in Chandler's student population are those with special needs, as well as those that receive free/reduced lunch. Current strategies to assist these students include: KEYS (7 Keys to Reading Comprehension); AR (Accelerated Reader); Bits & Bytes (after-school computer access); and Learning Connections: Academic Standards for Mastery. Teachers have participated in "Poverty in the Classroom" training. In addition, a general education intervention process is in place to help teachers identify students exhibiting academic and/or behavioral concerns. Through this process, accommodations, adaptations, and interventions are discussed and implemented. Informational pamphlets dealing with various academic and behavioral issues are available to parents and teachers. All students receive a parent newsletter titled "Reading Connections" to encourage parents and students to work together for learning success.

Professional Development

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

BUMP: Behavior "U" Must Prevent!

Professional Development Activity	Funding	Activity Purpose
<i>Faculty Meeting</i>	Source: NA Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
The new school-wide behavior policy will be given to teachers on the first day of school.	Teachers Administrators	Presentation/Workshop

Collaborative Teaching Practices for Exceptional Learners

Professional Development Activity	Funding	Activity Purpose
<i>Information Sharing</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Strategy team will discuss year-long information gathering with faculty.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>On-Site Visits</i>	Source: PL221 Amount: \$830.00	Information
Brief Description	Intended Participants	Activity Format
Pilot teachers will visit schools.	Teachers	Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Partnerships/Mentors</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Co-teaching pilot teachers will partner with another school for information and support.	Teachers	Peer Coaching

Partnering with Parents: A Reference Guide of Available Resources

No professional development is needed for this strategy.

Real World Experiences

Professional Development Activity	Funding	Activity Purpose
<i>Virtual Field Trips Computer Training</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
Strategy team members will train teachers within the building how to use virtual field trips.	Teachers	Presentation/Workshop

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 need more exposure to real world experiences.

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May
- Students in grades 3-6 -- % reading at or above grade level in May

Strategies to Impact This Concern:

- Real World Experiences

Concern: Student's home environment can negatively affect their academic performance.

Data Targets Influenced by This Concern:

- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test

Strategies to Impact This Concern:

- Partnering with Parents: A Reference Guide of Available Resources
- A. Parent Involvement: Keeping Parents Informed

Concern: The behavior of other students negatively affects students' academic performance.

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May
- Students in grades 3-6 -- % reading at or above grade level in May

Strategies to Impact This Concern:

- BUMP: Behavior "U" Must Prevent!

Concern: Students with special needs need more opportunities for exposure to grade level curriculum adapted to their ability level.

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May
- Students in grades 3-6 -- % reading at or above grade level in May

Strategies to Impact This Concern:

- Collaborative Teaching Practices for Exceptional Learners

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May
- Students in grades 3-6 -- % reading at or above grade level in May
- Students with special needs in grades 3-6 -- % passing ISTEP Language Arts

Strategies to Impact This Concern:

- Partnering with Parents: A Reference Guide of Available Resources
- A. Parent Involvement: Keeping Parents Informed

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May
- Students in grades 3-6 -- % reading at or above grade level in May
- Students with special needs in grades 3-6 -- % passing ISTEP Language Arts

Strategies to Impact This Concern:

- Real World Experiences
- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test

Strategies to Impact This Concern:

- BUMP: Behavior "U" Must Prevent!
- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May
- Students in grades 3-6 -- % reading at or above grade level in May
- Students with special needs in grades 3-6 -- % passing ISTEP Language Arts

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May
- Students in grades 3-6 -- % reading at or above grade level in May

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test
- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May
- Students with special needs in grades 3-6 -- % passing ISTEP Language Arts

Strategies to Impact This Concern:

- Collaborative Teaching Practices for Exceptional Learners
- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test

- Free and Reduced students in grades 3-6 -- % passing ISTEP Reading Comprehension
- Students in grades 1-6 -- % showing a minimum of 9 months growth in May
- Students in grades 3-6 -- % reading at or above grade level in May
- Students with special needs in grades 3-6 -- % passing ISTEP Language Arts

Strategies to Impact This Concern:

- H. Cultural Competency

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:	Principal's Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	No, ISTEP is given to grades 3-6. Terra Nova is given to grades 3 and 6. STAR Reading and STAR Math are given to grades 1-6 twice a year.	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.

BUMP: Behavior "U" Must Prevent!

Mar 1, 2008: Question staff regarding their expectations and ideas for procedures.

Person: Strategy Team

Activity: School-wide Behavior Policy

Mar 8, 2008: Create questionnaire for teachers to provide their input.

Person: Strategy Team

Activity: Questionnaire

Mar 8, 2008: Distribute questionnaire

Person: Strategy Team

Activity: Questionnaire

Mar 31, 2008: Compile a list of behaviorl expectations.

Person: Strategy Team

Activity: School-wide Behavior Policy

Mar 31, 2008: Review current use of I CAN tickets for rewarding positive behavior.

Person: Strategy Team

Activity: School-wide Behavior Policy

Apr 1, 2008: Analyze information to create new behavior policy.

Person: Strategy Team

Activity: Questionnaire

✓ **Apr 25, 2008:** Collect number of conduct referrals from principal.

Person: Christie Still

Activity: Collect baseline data

✓ **Apr 28, 2008:** Enter data into the computer.

Person: Strategy Team

Activity: Collect baseline data

May 8, 2008: Create a school-wide behavior policy to be used in all areas except the classroom.

Person: Strategy Team

Activity: School-wide Behavior Policy

May 9, 2008: Create hallway signs describing the behavioral expectations.

Person: Strategy Team

Activity: Implementation Materials

May 9, 2008: Create informational flyers describing the behavior expecations and procedures.

Person: Strategy Team

Activity: Implementation Materials

Aug 9, 2008: Explain hallway signs and informational flyers.

Person: Strategy Team

Activity: Faculty Meeting

Aug 9, 2008: Present new behavior to faculty/staff the first day of school.

Person: Strategy Team

Activity: Faculty Meeting

- Aug 9, 2008:** Present policy to faculty/staff
Person: Strategy Team
Activity: School-wide Behavior Policy
- Aug 10, 2008:** Distribute materials to teachers, students, and parents.
Person: Classroom Teachers
Activity: Implementation Materials
- Aug 11, 2008:** Discuss informational flyers and hallway signs
Person: Teachers
Activity: Teacher Explanation
- Aug 11, 2008:** Explain behavioral expectations and procedures to students
Person: Teachers
Activity: Teacher Explanation
- Dec 19, 2008:** Collect number of conduct referrals from principal
Person: Christie Still
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** Enter data into computer.
Person: Strategy Team
Activity: Collect first semester/trimester follow up data
- Apr 25, 2009:** Collect number of conduct referrals from principal.
Person: Christie Still
Activity: Collect final semester/trimester follow up data
- Apr 28, 2009:** Enter data into computer.
Person: Strategy Team
Activity: Collect final semester/trimester follow up data

Collaborative Teaching Practices for Exceptional Learners

- ✓ **Mar 31, 2008:** Contact possible school sites.
Person: Jennifer Schnaus
Activity: On-Site Visits
- Mar 31, 2008:** Research co-teaching practices and collaborative teaching practices.
Person: Strategy Team
Activity: Research
- ✓ **Apr 1, 2008:** Schedule visits.
Person: Principal
Activity: On-Site Visits
- Apr 1, 2008:** Find co-teachers willing to assist in co-teaching pilot.
Person: Jennifer Schnaus
Activity: Partnerships/Mentors
- ✓ **Apr 5, 2008:** Create survey
Person: Cady Clark
Activity: Collect baseline data
- ✓ **Apr 10, 2008:** Analyze survey results
Person: Strategy Team
Activity: Collect baseline data

- ✓ **Apr 28, 2008:** Distribute survey
Person: Cady Clark
Activity: Collect baseline data

- Apr 28, 2008:** Invite teachers to participate in partnership/mentor program.
Person: Principal
Activity: Partnerships/Mentors

- May 5, 2008:** Visit and observe co-teaching and other collaborative teaching practices.
Person: Strategy Team
Activity: On-Site Visits

- May 9, 2008:** Schedule correspondence
Person: Cady Clark
Activity: Partnerships/Mentors

- May 14, 2008:** Share observations with strategy team.
Person: Teachers participating in on-site visits.
Activity: On-Site Visits

- May 20, 2008:** Honor request from general education and special education teachers willing to co-teach in the 2008-2009 school year.
Person: Principal
Activity: Grade Level Curriculum Pilot

- May 20, 2008:** Schedule professional development days for pilot teachers.
Person: Principal
Activity: Grade Level Curriculum Pilot

- Jun 2, 2008:** Research co-teaching practices and collaborative teaching practices.
Person: Strategy Team
Activity: Research

- Jun 20, 2008:** Schedule correspondence
Person: Cady Clark
Activity: Partnerships/Mentors

- Jul 26, 2008:** Align pilot teachers' schedules for co-teaching.
Person: Principal
Activity: Grade Level Curriculum Pilot

- Aug 1, 2008:** Schedule correspondence
Person: Cady Clark
Activity: Partnerships/Mentors

- Aug 4, 2008:** Research co-teaching practices and collaborative teaching practices.
Person: Strategy Team
Activity: Research

- Aug 8, 2008:** Analyze research information
Person: Strategy Team
Activity: Research

- Aug 9, 2008:** Implement Pilot Program
Person: Pilot Teachers
Activity: Grade Level Curriculum Pilot

- Aug 9, 2008:** Make changes as necessary throughout the school year.
Person: Pilot teachers
Activity: Grade Level Curriculum Pilot

Sep 12, 2008: Schedule correspondence
Person: Cady Clark
Activity: Partnerships/Mentors

Oct 6, 2008: Research co-teaching practices and collaborative teaching practices.
Person: Strategy Team
Activity: Research

Oct 10, 2008: Analyze research information
Person: Strategy Team
Activity: Research

Oct 24, 2008: Schedule correspondence
Person: Cady Clark
Activity: Partnerships/Mentors

Nov 10, 2008: Send teachers to observe co-teachers in district and outside district
Person: Principal
Activity: Research

Dec 4, 2008: Schedule correspondence
Person: Cady Clark
Activity: Partnerships/Mentors

Dec 7, 2008: Research co-teaching practices and collaborative teaching practices.
Person: Strategy Team
Activity: Research

Dec 10, 2008: Distribute survey
Person: Cady Clark
Activity: Collect first semester/trimester follow up data

Dec 11, 2008: Analyze research information
Person: Strategy Team
Activity: Research

Dec 12, 2008: Discuss 1st semester pilot.
Person: Strategy Team
Activity: Information Sharing

Dec 17, 2008: Analyze survey results
Person: Strategy Team
Activity: Collect first semester/trimester follow up data

Jan 10, 2009: Teachers can observe pilot classroom.
Person: Teachers
Activity: Pilot Observation after 1st Semester Discussion

Jan 15, 2009: Schedule correspondence
Person: Cady Clark
Activity: Partnerships/Mentors

Feb 8, 2009: Research co-teaching practices and collaborative teaching practices.
Person: Strategy Team
Activity: Research

Feb 12, 2009: Analyze research information
Person: Strategy Team
Activity: Research

Mar 2, 2009: Distribute Survey
Person: Cady Clark
Activity: Collect final semester/trimester follow up data

Mar 3, 2009: Analyze survey results
Person: Strategy Team
Activity: Collect final semester/trimester follow up data

Mar 6, 2009: Share results with faculty
Person: Strategy Team
Activity: Collect final semester/trimester follow up data

Mar 6, 2009: Discuss 2nd semester pilot.
Person: Strategy Team
Activity: Information Sharing

Apr 9, 2009: Prepare faculty presentation of information and suggestions.
Person: Strategy Team
Activity: Research

Apr 12, 2009: Research co-teaching practices and collaborative teaching practices.
Person: Strategy Team
Activity: Research

Apr 16, 2009: Analyze research information
Person: Strategy Team
Activity: Research

Exceptional Learners - Special Education

Mar 31, 2008: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Mar 31, 2008: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

May 1, 2008: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

May 1, 2008: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

May 20, 2008: Honor request from general education and special education teachers to co-teach in the 2008-2009 school year.
Person: Principal
Activity: Exposure to Grade Level Curriculum Pilot

May 20, 2008: Schedule professional development days for pilot teachers
Person: Principal
Activity: Exposure to Grade Level Curriculum Pilot

Jun 1, 2008: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Jun 1, 2008: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Jul 1, 2008: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Jul 1, 2008: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Jul 26, 2008: Align pilot teachers' schedules for co-teaching.
Person: Principal
Activity: Exposure to Grade Level Curriculum Pilot

Aug 1, 2008: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Aug 1, 2008: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Aug 8, 2008: Analyze research information
Person: Strategy Team
Activity: Research

Aug 9, 2008: Implement Pilot Program
Person: Pilot teachers
Activity: Exposure to Grade Level Curriculum Pilot

Aug 9, 2008: Make changes as necessary throughout the school year.
Person: Pilot teachers
Activity: Exposure to Grade Level Curriculum Pilot

Sep 1, 2008: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Sep 1, 2008: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Sep 19, 2008: Analyze research information
Person: Strategy Team
Activity: Research

Oct 1, 2008: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Oct 1, 2008: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Oct 31, 2008: Analyze research information
Person: Strategy Team
Activity: Research

Nov 1, 2008: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Nov 1, 2008: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Nov 10, 2008: Send teachers to observe co-teachers in district or outside district
Person: Principal
Activity: Research

Dec 1, 2008: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Dec 1, 2008: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Dec 11, 2008: Analyze research information
Person: Strategy Team
Activity: Research

Jan 1, 2009: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Jan 1, 2009: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Jan 22, 2009: Analyze research information
Person: Strategy Team
Activity: Research

Feb 1, 2009: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Feb 1, 2009: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Mar 1, 2009: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Mar 1, 2009: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Mar 5, 2009: Analyze research information
Person: Strategy Team
Activity: Research

Apr 1, 2009: Collect and Analyze Data
Person: Strategy Team
Activity: Information Sharing

Apr 1, 2009: Research co-teaching practices and collaborative teaching strategies
Person: Strategy Team
Activity: Research

Apr 9, 2009: Prepare faculty presentation of information and suggestions.

Person: Strategy team

Activity: Research

Apr 16, 2009: Analyze research information

Person: Strategy Team

Activity: Research

May 28, 2009: Analyze research information

Person: Strategy Team

Activity: Research

Jul 9, 2009: Analyze research information

Person: Strategy Team

Activity: Research

Aug 20, 2009: Analyze research information

Person: Strategy Team

Activity: Research

Oct 1, 2009: Analyze research information

Person: Strategy Team

Activity: Research

Nov 11, 2009: Analyze research information

Person: Strategy Team

Activity: Research

Dec 23, 2009: Analyze research information

Person: Strategy Team

Activity: Research

Feb 3, 2010: Analyze research information

Person: Strategy Team

Activity: Research

Mar 17, 2010: Analyze research information

Person: Strategy Team

Activity: Research

Partnering with Parents: A Reference Guide of Available Resources

✓ **Apr 15, 2008:** Develop pre-survey.

Person: Kelly May

Activity: Collect baseline data

✓ **Apr 20, 2008:** Copy pre-survey.

Person: Strategy team

Activity: Collect baseline data

✓ **Apr 20, 2008:** Distribute pre-survey.

Person: Strategy Team

Activity: Collect baseline data

✓ **Apr 28, 2008:** Tally results of pre-survey

Person: Melanie Strahle

Activity: Collect baseline data

Aug 8, 2008: Compile a list of available resources.

Person: Strategy Team

Activity: Reference Guide

- Aug 8, 2008:** Enter lists into the computer for the reference guide and computer website.
Person: Strategy Team
Activity: Reference Guide
- Aug 16, 2008:** Update reference list.
Person: Strategy Team
Activity: Reference Guide
- Aug 18, 2008:** Provide reference guide for download onto school website.
Person: Strategy Team
Activity: Reference Guide
- Aug 20, 2008:** Copy reference guides.
Person: Strategy Team
Activity: Reference Guide
- Sep 16, 2008:** Distribute reference guides to parents at Meet the Teacher Night.
Person: Strategy Team
Activity: Reference Guide
- Oct 10, 2008:** Compile a list of available resources.
Person: Strategy Team
Activity: Reference Guide
- Oct 10, 2008:** Enter lists into the computer for the reference guide and computer website.
Person: Strategy Team
Activity: Reference Guide
- Oct 18, 2008:** Update reference list.
Person: Strategy Team
Activity: Reference Guide
- Oct 20, 2008:** Provide reference guide for download onto school website.
Person: Strategy Team
Activity: Reference Guide
- Oct 22, 2008:** Copy reference guides.
Person: Strategy Team
Activity: Reference Guide
- Nov 28, 2008:** Copy Post-survey
Person: Strategy Team
Activity: Collect first semester/trimester follow up data
- Nov 28, 2008:** Develop post-survey.
Person: Kelly May
Activity: Collect first semester/trimester follow up data
- Dec 6, 2008:** Distribute Post-survey
Person: Strategy Team
Activity: Collect first semester/trimester follow up data
- Dec 11, 2008:** Compile a list of available resources.
Person: Strategy Team
Activity: Reference Guide
- Dec 11, 2008:** Enter lists into the computer for the reference guide and computer website.
Person: Strategy Team
Activity: Reference Guide

- Dec 15, 2008:** Tally results of Post-survey
Person: Melanie Strahle
Activity: Collect first semester/trimester follow up data
- Dec 16, 2008:** Distribute updated list to parents quarterly.
Person: Strategy Team
Activity: Reference Guide
- Dec 19, 2008:** Update reference list.
Person: Strategy Team
Activity: Reference Guide
- Dec 21, 2008:** Provide reference guide for download onto school website.
Person: Strategy Team
Activity: Reference Guide
- Dec 23, 2008:** Copy reference guides.
Person: Strategy Team
Activity: Reference Guide
- Jan 8, 2009:** Share results of Post-survey
Person: Melanie Strahle
Activity: Collect first semester/trimester follow up data
- Feb 12, 2009:** Compile a list of available resources.
Person: Strategy Team
Activity: Reference Guide
- Feb 12, 2009:** Enter lists into the computer for the reference guide and computer website.
Person: Strategy Team
Activity: Reference Guide
- Feb 17, 2009:** Distribute updated list to parents quarterly.
Person: Strategy Team
Activity: Reference Guide
- Feb 20, 2009:** Update reference list.
Person: Strategy Team
Activity: Reference Guide
- Feb 22, 2009:** Provide reference guide for download onto school website.
Person: Strategy Team
Activity: Reference Guide
- Feb 24, 2009:** Copy reference guides.
Person: Strategy Team
Activity: Reference Guide
- Apr 16, 2009:** Compile a list of available resources.
Person: Strategy Team
Activity: Reference Guide
- Apr 16, 2009:** Enter lists into the computer for the reference guide and computer website.
Person: Strategy Team
Activity: Reference Guide
- Apr 21, 2009:** Distribute updated list to parents quarterly.
Person: Strategy Team
Activity: Reference Guide

- Apr 24, 2009:** Update reference list.
Person: Strategy Team
Activity: Reference Guide
- Apr 26, 2009:** Provide reference guide for download onto school website.
Person: Strategy Team
Activity: Reference Guide
- Apr 28, 2009:** Copy Post-survey.
Person: Strategy Team
Activity: Collect final semester/trimester follow up data
- Apr 28, 2009:** Distribute Post-survey.
Person: Strategy Team
Activity: Collect final semester/trimester follow up data
- Apr 28, 2009:** Copy reference guides.
Person: Strategy Team
Activity: Reference Guide
- May 5, 2009:** Tally results of Post-survey.
Person: Melanie Strahle
Activity: Collect final semester/trimester follow up data
- May 8, 2009:** Share results of Post-survey with staff.
Person: Melanie Strahle
Activity: Collect final semester/trimester follow up data

Real World Experiences

- ✓ **Mar 31, 2008:** Develop survey
Person: Amanda Horne
Activity: Collect baseline data
 - ✓ **Apr 20, 2008:** Copy and distribute survey to teachers.
Person: Amanda Horne
Activity: Collect baseline data
 - ✓ **Apr 30, 2008:** Collect and tally survey results
Person: Strategy Team
Activity: Collect baseline data
- Aug 9, 2008:** Compile a list of potential contact people, field trips, service projects, and virtual field trip sites.
Person: Strategy Team
Activity: Electronic Information Folder
- Aug 9, 2008:** Create discussion and brainstorming session.
Person: Strategy Team
Activity: Real World Experience Faculty Discussion
- Aug 9, 2008:** Prepare presentation to include curriculum strategies and standards.
Person: Strategy Team
Activity: Virtual Field Trips Computer Training
- Sep 9, 2008:** Create electronic information folder and notify teachers.
Person: Strategy Team
Activity: Electronic Information Folder
- Sep 21, 2008:** Notify teachers of incentives for attending after school training.
Person: Stephanie Virgin
Activity: Incentives

- Sep 28, 2008:** Schedule faculty meeting.
Person: Principal
Activity: Real World Experience Faculty Discussion
- Sep 28, 2008:** Present training.
Person: Strategy Team
Activity: Virtual Field Trips Computer Training
- Nov 10, 2008:** Update electronic information folder and notify teachers.
Person: Strategy Team
Activity: Electronic Information Folder
- Dec 1, 2008:** Copy and distribute survey to teachers.
Person: Amanda Horne
Activity: Collect first semester/trimester follow up data
- Dec 9, 2008:** Collect and tally results
Person: Strategy Team
Activity: Collect first semester/trimester follow up data
- Jan 12, 2009:** Update electronic information folder and notify teachers.
Person: Strategy Team
Activity: Electronic Information Folder
- Feb 28, 2009:** Copy and distribute survey to teachers.
Person: Amanda Horne
Activity: Collect final semester/trimester follow up data
- Mar 3, 2009:** Collect and tally results
Person: Strategy Team
Activity: Collect final semester/trimester follow up data
- Mar 16, 2009:** Update electronic information folder and notify teachers.
Person: Strategy Team
Activity: Electronic Information Folder

Continuous Improvement Timeline

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

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