

School Improvement Action Plan

School Name: Roosevelt Early Childhood Center

Goal: __Preschool: 75% of preschool students in four year old classes will reach “in process” or “proficient” on the Work Sampling Developmental Checklist in Listening skills from the Language and Literacy Domain

For Q-Comp Purposes, what would you like as your school goal? Reading only _____ x____, Math only _____, or Reading and Math _____.

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
August 25 (Example)	7:30-8:30	Training in effective literacy instructional strategies	Small group instruction/guided reading/reciprocal teaching	Entire staff	Literacy Coach	Reading	Curriculum and Instruction Letter E
August 25	9:30-10:30	Site Improvement Planning	Early Childhood Teams (small group)	All Teams	Dr. Marj Hawkins, Administrator	Reading, Math, Parent Involvement	Leadership, planning and resources Letter C
August 26	9:30-11:30	SEEDS Training	Large group instruction	Inclusion Team	Linda McNelly, Literacy Coach	Reading	Professional Development Letter B
August 27	7:30-11:00	School Improvement Plan	Small group instruction	All Teams	Dr. Marj Hawkins	Reading, Math, Parent Involvement	Leadership, planning and resources Letter C
September 9	1:00 -2:30	Curriculum Mapping (September)	Analyzing data Aligning curriculum Reflective mapping	School Readiness Team	Melissa Thiebaut, teacher	Reading and Math	Curriculum and Instruction, Letter A
September 16	12:00 – 1:00	Early Childhood Leadership Team	Small group leadership training in continuous improvement processes; Small group decision-making seeking and providing differentiated professional development; Analyze data from all six program teams	Leadership Team	Shared leadership with 7 teachers and 1 administrator	Reading, Math and Parent Involvement	Leadership, planning and resources, Letter C; Professional Development, Letter D; Assessment and Use of Results, Letter B
September 18	12:00 – 1:00	Birth – 2 ECSE Team Meeting	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group,	B-2 Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			teacher led development of information and tools to engage families				
September 19	8:00 – 9:00	3-5 ECSE Team Meeting	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	3-5 ECSE Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
September 19	12:00 – 3:30	Co-Teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
September 22	12:00 – 1:00	PBIS Leadership Team	Small group review of data and curriculum to identify areas for improvement; Classroom instruction, utilizing PBIS lesson plans and differentiating learning for individual students; Large group instruction of PBIS curriculum	Leadership team, teacher led	Lucy Bauer and Alicia Jepsen	Classroom success in all areas including Reading, Math and Parent Involvement	Culture for Learning, Letter B; Curriculum and Instruction, letter D
September 23	1:00 -2:30	School Readiness Team Meeting Curriculum Mapping (October)	Small group, teacher led creation, use and alignment of formative assessments; preparation of information to share with families; small group development of standards to guide classroom instruction; implement instructional strategies for reading; review information and tools to engage families	SR Team	Melissa Thiebaut and Tracy Eiyneck, early childhood teachers	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter A and E; Engagement of families and Community, Letter C
September 29	3:45 – 5:00	Staff Meeting	Large Group, shared leadership with teachers and administrator	All licensed staff	Marj Hawkins	Professional Development Reading and Math	Culture for Learning; Letters A, B, C; Professional Development, Letters A,

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
							B and C; Leadership, Planning and Resources C and D
October 3	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
October 7	2:30 – 4:30	ECFE Team Planning	Small group, teacher led discussion of standards to guide classroom instruction; creation of curriculum maps; differentiation of instructional strategies to accommodate learning levels of all students; Small group, teacher-led creation, use, and alignment of formative/common assessments in relation to the EC standards	ECFE Team	Lucy Bauer and Ellen Kearns (ECFE Parent Educators)	Reading, Math and Parent Involvement	Curriculum and Instruction, Letter A and D; Assessment of and Use of Results, Letter A
October 7	1:00 -2:30	School Readiness Team Meeting Assessments for Fall Conferences	Small group, teacher led creation, use and alignment of formative assessments; preparation of information to share with families; small group development of standards to guide classroom instruction; implement instructional strategies for reading; review information and tools to engage families	SR Team	Melissa Thiebaut and Tracy Eiyneck, early childhood teachers	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter A and E; Engagement of families and Community, Letter C
October 14	12:00 – 1:00	Early Childhood Leadership Team	Small group leadership training in continuous improvement processes; Small group decision-making seeking and providing differentiated professional development; Analyze data from all six program teams	Leadership Team	Shared leadership with 7 teachers and 1 administrator	Reading, Math and Parent Involvement	Leadership, planning and resources, Letter C; Professional Development, Letter D; Assessment and Use of Results, Letter B
October 15	12:00 – 1:00	Early Intervention Team	Small group, teacher-led discussion of children who present significant behavioral challenges in the classroom;	Team	Classroom teacher of child discussed	Classroom success in all learning areas	Culture for Learning, Letter B; Curriculum and Instruction, Letter D;

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			Small group analyzes data from behavior reports			including reading and math; parent involvement strategies	Assessment and Use of Results, Letter B
October 20	12:00 – 1:00	PBIS Leadership Team	Small group review of data and curriculum to identify areas for improvement; Classroom instruction, utilizing PBIS lesson plans and differentiating learning for individual students; Large group instruction of PBIS curriculum	Leadership team, teacher led	Lucy Bauer and Alicia Jepsen	Classroom success in all areas including Reading, Math and Parent Involvement	Culture for Learning, Letter B; Curriculum and Instruction, letter D
October 22	8:00 – 3:30	PBIS Planning Day	Small Group, teacher led leadership team to create plan for full implementation of PBIS strategies	PBIS Leadership Team	ECS Teacher and ECSE Supervisor	Behavior support for learning in all areas of programming including reading and math	Culture for Learning, Letter B
October 23	12:00 – 1:00	Birth – two ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	B-2 Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
October 24	8:00 – 9:00	3-5 ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group,	3-5 ECSE Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			teacher led development of information and tools to engage families				
October 24	12:30-2:30	SEEDS Training	Large group instruction	Inclusion Team	Linda McNelly, Literacy Coach	Reading	Professional Development Letter B
October 27	3:45 – 5:00	Staff Meeting	Large Group, shared leadership with teachers and administrator	All licensed staff	Marj Hawkins, Alicia Jepsen, Mary Jane Brewster	AESOP United Way PBIS EIT Team	Culture for Learning; Letters A, B, C; Professional Development, Letters A, B and C; Leadership, Planning and Resources C and D
October 31	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
November 4	1:00 -2:30	School Readiness Team Meeting EGIBA Testing	Small group, teacher led creation, use and alignment of formative assessments; preparation of information to share with families; small group development of standards to guide classroom instruction; implement instructional strategies for reading; review information and tools to engage families	SR Team	Melissa Thiebaut and Tracy Eiyndck, early childhood teachers	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter A and E; Engagement of families and Community, Letter C
November 4	2:30 – 4:30	ECFE Team Planning	Small group, teacher led discussion of standards to guide classroom instruction; creation of curriculum maps; differentiation of instructional strategies to accommodate learning levels of all students; Small group, teacher-led creation, use, and alignment of formative/common assessments in relation to the EC standards	Team	Lucy Bauer and Ellen Kearns (ECFE Parent Educators)	Reading, Math and Parent Involvement	Curriculum and Instruction, Letter A and D; Assessment of and Use of Results, Letter A
November 7	7:30-9:30	Building PLC	Small group	By team	Leadership Team Representatives	Reading, Math and Parent	Curriculum and Instruction Letter A

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
						Involvement	(Inclusion teams) Letter D (Speech/Language Team) <hr/> Assessment and Use of Results Letter A (Assessment team) <hr/> Engagement of Families and Community Letter B (ECFE team) Letter C (B-3 team) <hr/> Assessment and Use of Results Letter A (Assessment team) and (Americorps team) Letter C (ECSE 3's team)
November 7	9:30-11:30	School Improvement Plan – Team Planning	Small group	All Teams	Leadership Team Representatives	Reading and Math	Leadership, planning and resources Letter C
November 11	12:00 – 1:00	Early Childhood Leadership Team	Small group leadership training in continuous improvement processes; Small group decision-making seeking and providing differentiated professional development; Analyze data from all six program teams	Leadership Team	Shared leadership with 7 teachers and 1 administrator	Reading, Math and Parent Involvement	Leadership, planning and resources, Letter C; Professional Development, Letter D; Assessment and Use of Results, Letter B
November 14	12:00 – 1:00	Early Intervention Team	Small group, teacher-led discussion of children who present significant behavioral challenges in the classroom; Small group analyzes data from behavior reports	Team	Classroom teacher of child discussed	Classroom success in all learning areas including reading and math; parent involvement strategies	Culture for Learning, Letter B; Curriculum and Instruction, Letter D; Assessment and Use of Results, Letter B
November 14	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			students				
November 17	12:00 – 1:00	PBIS Leadership Team	Small group review of data and curriculum to identify areas for improvement; Classroom instruction, utilizing PBIS lesson plans and differentiating learning for individual students; Large group instruction of PBIS curriculum	Leadership team, teacher led	Lucy Bauer and Alicia Jepsen	Classroom success in all areas including Reading, Math and Parent Involvement	Culture for Learning, Letter B; Curriculum and Instruction, letter D
November 20	12:00 – 1:00	Birth – two ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	B-2 Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
November 21	12:30 – 2:30	SEEDS Training	Large group instruction	Inclusion team	Linda McNelly, Literacy Coach	Reading	Professional Development Letter B
November 24	3:45 – 5:00	Staff Meeting	Large Group, shared leadership with teachers and administrator	All licensed staff	Marj Hawkins, Kati Bauerly, nurse	Early Childhood Health Issues, Staff Development Planning, PBIS	Culture for Learning; Letters A, B, C; Professional Development, Letters A, B and C; Leadership, Planning and Resources C and D
November 24	12:00 – 1:00	Early Intervention Team	Small group, teacher-led discussion of children who present significant behavioral challenges in the classroom; Small group analyzes data from behavior reports	Team	Classroom teacher of child discussed	Classroom success in all learning areas including reading and math; parent involvement strategies	Culture for Learning, Letter B; Curriculum and Instruction, Letter D; Assessment and Use of Results, Letter B
December 1	3:30 – 5:00	Early Intervention Team	Small group, teacher-led discussion of children who present significant	Team	Classroom teacher of child	Classroom success in all	Culture for Learning, Letter B; Curriculum and

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			behavioral challenges in the classroom; Small group analyzes data from behavior reports		discussed	learning areas including reading and math; parent involvement strategies	Instruction, Letter D; Assessment and Use of Results, Letter B
December 1	7:30-9:30	Building PLC	Small group	By team	Leadership Team Representatives	Reading, Math and Parent Involvement	Curriculum and Instruction Letter A (Inclusion teams) Letter D (Speech/Language Team) <hr/> Assessment and Use of Results Letter A (Assessment team) <hr/> Engagement of Families and Community Letter B (ECFE team) Letter C (B-3 team) <hr/> Assessment and Use of Results Letter A (Assessment team) and (Americorps team) Letter C (ECSE 3's team)
December 1	9:30-11:30	Tier Two Interventions	Large group instruction	All licensed staff	Teacher Joy Birr, Assessment Coordinator Cheri Kunshier and Psychologist Londa Wagner	Reading and Math	Professional Development Letter D: Culture for Learning Letter B
December 1	9:30-11:30	ECSE Student Plan System	ECSE Large group	ECSE teams	Alicia Jepsen, ECSE Supervisor	Reading and Math	Professional Development Letter D
December 1	12:30-3:30	Team Planning/Training	Small group	Early Childhood Teams	Leadership Team leaders	Reading and Math	Leadership Planning and Resources Letter C
December 2	1:00 -2:30	School Readiness Team Meeting	Small group, teacher led creation, use and alignment of formative assessments; preparation of	SR Team	Melissa Thiebaut and Tracy Eiyneck, early childhood	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
		Review of Report Cards	information to share with families; small group development of standards to guide classroom instruction; implement instructional strategies for reading; review information and tools to engage families		teachers		Instruction, Letter A and E; Engagement of families and Community, Letter C
December 5	8:00 – 9:00	3-5 ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	3-5 ECSE Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
December 9	12:00 – 1:00	Early Childhood Leadership Team	Small group leadership training in continuous improvement processes; Small group decision-making seeking and providing differentiated professional development; Analyze data from all six program teams	Leadership Team	Shared leadership with 7 teachers and 1 administrator	Reading, Math and Parent Involvement	Leadership, planning and resources, Letter C; Professional Development, Letter D; Assessment and Use of Results, Letter B
December 9	3:00 – 5:00	ECFE Team Planning	Small group, teacher led discussion of standards to guide classroom instruction; creation of curriculum maps; differentiation of instructional strategies to accommodate learning levels of all students; Small group, teacher-led creation, use, and alignment of formative/common assessments in relation to the EC standards	Team	Lucy Bauer and Ellen Kearns (ECFE Parent Educators)	Reading, Math and Parent Involvement	Curriculum and Instruction, Letter A and D; Assessment of and Use of Results, Letter A
December 12	2 hours	SEEDS Training	Large group instruction	Inclusion Team	Linda McNelly, Literacy Coach	Reading	Professional Development Letter B
December 15	12:00 – 1:00	PBIS Leadership Team	Small group review of data and curriculum to identify areas for improvement; Classroom instruction, utilizing PBIS lesson plans and differentiating learning	Leadership team, teacher led	Lucy Bauer and Alicia Jepsen	Classroom success in all areas including Reading, Math	Culture for Learning, Letter B; Curriculum and Instruction, letter D

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			for individual students; Large group instruction of PBIS curriculum			and Parent Involvement	
December 16	Late Start	Using Color Personality to Develop Teams	Large group instruction	All Teams	Tracy Flynn Bowe, Consultant	Reading, Math, Team Development	Culture for learning Letter C
December 18	12:00 – 1:00	Birth – two ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	B-2 Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
December 19	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
January 6	1:00 -2:30	School Readiness Team Meeting Math Assessments	Small group, teacher led creation, use and alignment of formative assessments; preparation of information to share with families; small group development of standards to guide classroom instruction; implement instructional strategies for reading; review information and tools to engage families	SR Team	Melissa Thiebaut and Tracy Eiyneck, early childhood teachers	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter A and E; Engagement of families and Community, Letter C
January 6	3:00 – 5:00	ECFE Team Planning	Small group, teacher led discussion of standards to guide classroom instruction; creation of curriculum maps; differentiation of instructional strategies to accommodate learning levels of all students; Small group, teacher-led creation, use, and alignment of formative/common assessments in	ECFE Team	Lucy Bauer and Ellen Kearns (ECFE Parent Educators)	Reading, Math and Parent Involvement	Curriculum and Instruction, Letter A and D; Assessment of and Use of Results, Letter A

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			relation to the EC standards				
January 9	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
January 12	12:00 – 1:00	PBIS Leadership Team	Small group review of data and curriculum to identify areas for improvement; Classroom instruction, utilizing PBIS lesson plans and differentiating learning for individual students; Large group instruction of PBIS curriculum	Leadership team, teacher led	Lucy Bauer and Alicia Jepsen	Classroom success in all areas including Reading, Math and Parent Involvement	Culture for Learning, Letter B; Curriculum and Instruction, letter D
January 13	12:00 – 1:00	Early Childhood Leadership Team	Small group leadership training in continuous improvement processes; Small group decision-making seeking and providing differentiated professional development; Analyze data from all six program teams	Leadership Team	Shared leadership with 7 teachers and 1 administrator	Reading, Math and Parent Involvement	Leadership, planning and resources, Letter C; Professional Development, Letter D; Assessment and Use of Results, Letter B
January 21	12:00 – 1:00	Early Intervention Team	Small group, teacher-led discussion of children who present significant behavioral challenges in the classroom; Small group analyzes data from behavior reports	Team	Classroom teacher of child discussed	Classroom success in all learning areas including reading and math; parent involvement strategies	Culture for Learning, Letter B; Curriculum and Instruction, Letter D; Assessment and Use of Results, Letter B
January 22	12:00 – 1:00	Birth – two ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information	B-2 Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			and tools to engage families				
January 23	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
January 23	8:00 – 9:00	3-5 ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	3-5 ECSE Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
January 26	7:30-11:00	SEEDS Training	Large group instruction	Inclusion Team	Linda McNelly, Literacy Coach	Reading	Professional Development Letter B
January 26	12:00-3:30	Math Vertical Team	Large group and small group instruction	Inclusion Team	Beth Lovdahl and Professor Martin (SCSU)	Math	Curriculum and Instruction Letter A and C
January 26	3.5 hours	Routines-Based Interventions	Large group instruction	ECSE and ECFE teams	Alicia Jepsen, ECSE Supervisor	Reading and Math	Culture for Learning Letter B
January 26	3.5 hours	Developmental Movement Play	Small group instruction	ECFE teachers	Kathy Kampa, Teacher	Math	Curriculum and Instruction Letter D
February 2	3:30 – 5:00	Early Intervention Team	Small group, teacher-led discussion of children who present significant behavioral challenges in the classroom; Small group analyzes data from behavior reports	Team	Classroom teacher of child discussed	Classroom success in all learning areas including reading and math; parent involvement strategies	Culture for Learning, Letter B; Curriculum and Instruction, Letter D; Assessment and Use of Results, Letter B
February 3	1:00 -2:30	School Readiness Team Meeting	Small group, teacher led creation, use and alignment of formative assessments; preparation of	SR Team	Melissa Thiebaut and Tracy Eiyneck, early childhood	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and

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		(Literacy Prop Boxes)	information to share with families; small group development of standards to guide classroom instruction; implement instructional strategies for reading; review information and tools to engage families		teachers		Instruction, Letter A and E; Engagement of families and Community, Letter C
February 3	2:30 – 4:30	ECFE Team Planning	Small group, teacher led discussion of standards to guide classroom instruction; creation of curriculum maps; differentiation of instructional strategies to accommodate learning levels of all students; Small group, teacher-led creation, use, and alignment of formative/common assessments in relation to the EC standards	Team	Lucy Bauer and Ellen Kearns (ECFE Parent Educators)	Reading, Math and Parent Involvement	Curriculum and Instruction, Letter A and D; Assessment of and Use of Results, Letter A
February 9	12:00 – 1:00	PBIS Leadership Team	Small group review of data and curriculum to identify areas for improvement; Classroom instruction, utilizing PBIS lesson plans and differentiating learning for individual students; Large group instruction of PBIS curriculum	Leadership team, teacher led	Lucy Bauer and Alicia Jepsen	Classroom success in all areas including Reading, Math and Parent Involvement	Culture for Learning, Letter B; Curriculum and Instruction, letter D
February 10	12:00 – 1:00	Early Childhood Leadership Team	Small group leadership training in continuous improvement processes; Small group decision-making seeking and providing differentiated professional development; Analyze data from all six program teams	Leadership Team	Shared leadership with 7 teachers and 1 administrator	Reading, Math and Parent Involvement	Leadership, planning and resources, Letter C; Professional Development, Letter D; Assessment and Use of Results, Letter B
February 3	2:30 – 4:30	ECFE Team Planning	Small group, teacher led discussion of standards to guide classroom instruction; creation of curriculum maps; differentiation of instructional strategies to accommodate learning levels of all students; Small group, teacher-led creation, use, and alignment of formative/common assessments in relation to the EC standards	ECFE Team	Lucy Bauer and Ellen Kearns (ECFE Parent Educators)	Reading, Math and Parent Involvement	Curriculum and Instruction, Letter A and D; Assessment of and Use of Results, Letter A

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February 11	11:30 – 3:00	Co-Teaching training	Large group instruction followed by team planning	Co-teaching teams	Nancy Bacharach, SCSU	Reading, Math and Parent Involvement	Professional Development, Letter D
February 13	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
February 19	12:00 – 1:00	Birth – two ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	B-2 Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
February 20	8:00 – 9:00	3-5 ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	3-5 ECSE Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
February 23	3:45 – 5:00	Staff Meeting	Large Group, shared leadership with teachers and administrator	All licensed staff	Luis Saenz Abdinoor Sigat	Understanding Somali Culture	Culture for Learning; Letters A, B, C; Professional Development, Letters A, B and C; Leadership, Planning and Resources C and D
February 27	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom	Co-teachers	Teachers representing each	Reading, math and parent	Curriculum and Instruction, Letter A and

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students		co-teaching team	involvement	Letter D; Engagement of families and Community, Letter C
March/April	6 hours	Crisis Prevention Institute Training	Classroom management techniques	Licensed Staff and Paraprofessionals	District CPI Trainers	Preparation for learning	Culture for Learning, B
March/April	2-4 hours	SMART BOARD training	Instructional strategies for small and large group learning	Inclusion teams	Diane Gurda or Kennedy Media Specialist	Reading and Math	Curriculum and Instruction, E
March	2 hours	Aligning literacy standards with scope and sequence	Small group	School Readiness Team	Melissa Thiebaut	Reading	Curriculum and Instruction, A
March/April	3-4 hours	Second language acquisition and ELL Strategies	Large group and small group instruction	All licensed staff	Susan Doering	Reading and Math	Professional Development, B
March/April	4 hours	Battelle Assessment Training	Small Group instruction	Assessment Team members	Cheri Kunshier	Reading and Math	Assessment and Use of Results, A
March/April	4 hours	Assessment training (Work Sampling)	Small Group Instruction	Inclusion Team	Melissa Thiebaut	Reading and Math	Assessment and Use of Results, A
March/April	2 hours	Fine Motor Development related to Cognitive Development	Small Group Instruction	ECFE Team	Lucy Bauer	Reading and Math	Professional Development, B
March 3	3:00 – 5:00	ECFE Team Planning	Small group, teacher led discussion of standards to guide classroom instruction; creation of curriculum maps; differentiation of instructional strategies to accommodate learning levels of all students; Small group, teacher-led creation, use, and alignment of formative/common assessments in relation to the EC standards	ECFE Team	Lucy Bauer and Ellen Kearns (ECFE Parent Educators)	Reading, Math and Parent Involvement	Curriculum and Instruction, Letter A and D; Assessment of and Use of Results, Letter A
March 3	1:00 -2:30	School Readiness Team Meeting Literacy Assessments (EGIBA, EGDI and	Small group, teacher led creation, use and alignment of formative assessments; preparation of information to share with families; small group development of standards to guide classroom instruction; implement	SR Team	Melissa Thiebaut and Tracy Eiyndck, early childhood teachers	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter A and E; Engagement of families and Community,

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
		Work Sampling)	instructional strategies for reading; review information and tools to engage families				Letter C
March 6	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
March 16	12:00 – 1:00	PBIS Leadership Team	Small group review of data and curriculum to identify areas for improvement; Classroom instruction, utilizing PBIS lesson plans and differentiating learning for individual students; Large group instruction of PBIS curriculum	Leadership team, teacher led	Lucy Bauer and Alicia Jepsen	Classroom success in all areas including Reading, Math and Parent Involvement	Culture for Learning, Letter B; Curriculum and Instruction, letter D
March 17	12:00 – 1:00	Early Childhood Leadership Team	Small group leadership training in continuous improvement processes; Small group decision-making seeking and providing differentiated professional development; Analyze data from all six program teams	Leadership Team	Shared leadership with 7 teachers and 1 administrator	Reading, Math and Parent Involvement	Leadership, planning and resources, Letter C; Professional Development, Letter D; Assessment and Use of Results, Letter B
March 19	12:00 – 1:00	Birth – two ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	B-2 Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
March 20	8:00 – 9:00	3-5 ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional	3-5 ECSE Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families				
March 25	Early Out	Building PLC	Small group	By PLC group	Leadership Team Representatives	Reading, Math and Parent Involvement	Curriculum and Instruction Letter A (Inclusion teams) Letter D (Speech/Language Team) <hr/> Assessment and Use of Results Letter A (Assessment team) <hr/> Engagement of Families and Community Letter B (ECFE team) Letter C (B-3 team) <hr/> Assessment and Use of Results Letter A (Assessment team) and (Americorps team) Letter C (ECSE 3's team)
March 27	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
March 30	3:45 – 5:00	Staff Meeting	Large Group, shared leadership with teachers and administrator	All licensed staff			Culture for Learning; Letters A, B, C; Professional Development, Letters A, B and C; Leadership, Planning and Resources C and D
April 7	1:00 -2:30	School Readiness Team Meeting	Small group, teacher led creation, use and alignment of formative assessments; preparation of	SR Team	Melissa Thiebaut and Tracy Eiyneck, early childhood	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
		Curriculum Mapping (May)	information to share with families; small group development of standards to guide classroom instruction; implement instructional strategies for reading; review information and tools to engage families		teachers		Instruction, Letter A and E; Engagement of families and Community, Letter C
April 7	2:30 – 4:30	ECFE Team Planning	Small group, teacher led discussion of standards to guide classroom instruction; creation of curriculum maps; differentiation of instructional strategies to accommodate learning levels of all students; Small group, teacher-led creation, use, and alignment of formative/common assessments in relation to the EC standards	ECFE Team	Lucy Bauer and Ellen Kearns (ECFE Parent Educators)	Reading, Math and Parent Involvement	Curriculum and Instruction, Letter A and D; Assessment of and Use of Results, Letter A
April 14	12:00 – 1:00	Early Childhood Leadership Team	Small group leadership training in continuous improvement processes; Small group decision-making seeking and providing differentiated professional development; Analyze data from all six program teams	Leadership Team	Shared leadership with 7 teachers and 1 administrator	Reading, Math and Parent Involvement	Leadership, planning and resources, Letter C; Professional Development, Letter D; Assessment and Use of Results, Letter B
April	8:00 – 3:30	PBIS Planning Day	Small Group, teacher led leadership team to create plan for full implementation of PBIS strategies	PBIS Leadership Team	ECS Teacher and ECSE Supervisor	Behavior support for learning in all areas of programming including reading and math	Culture for Learning, Letter B
April 16	12:00 – 1:00	Birth – two ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group,	B-2 Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
			teacher led development of information and tools to engage families				
April 17	8:00 – 9:00	3-5 ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	3-5 ECSE Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
April 17	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
April 20	12:00 – 1:00	PBIS Leadership Team	Small group review of data and curriculum to identify areas for improvement; Classroom instruction, utilizing PBIS lesson plans and differentiating learning for individual students; Large group instruction of PBIS curriculum	Leadership team, teacher led	Lucy Bauer and Alicia Jepsen	Classroom success in all areas including Reading, Math and Parent Involvement	Culture for Learning, Letter B; Curriculum and Instruction, letter D
April 24	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
April 27	3:45 – 5:00	Staff Meeting	Large Group, shared leadership with teachers and administrator	All licensed staff			Culture for Learning; Letters A, B, C; Professional Development, Letters A, B and C; Leadership, Planning and Resources C and D

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
May 5		ECFE Team Planning	Small group, teacher led discussion of standards to guide classroom instruction; creation of curriculum maps; differentiation of instructional strategies to accommodate learning levels of all students; Small group, teacher-led creation, use, and alignment of formative/common assessments in relation to the EC standards	ECFE Team	Lucy Bauer and Ellen Kearns (ECFE Parent Educators)	Reading, Math and Parent Involvement	Curriculum and Instruction, Letter A and D; Assessment of and Use of Results, Letter A
May 5	1:00 -2:30	School Readiness Team Meeting Fall Open House EGIBA and IGDI Results	Small group, teacher led creation, use and alignment of formative assessments; preparation of information to share with families; small group development of standards to guide classroom instruction; implement instructional strategies for reading; review information and tools to engage families	SR Team	Melissa Thiebaut and Tracy Eiyneck, early childhood teachers	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter A and E; Engagement of families and Community, Letter C
May 8	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
May 12	12:00 – 1:00	Early Childhood Leadership Team	Small group leadership training in continuous improvement processes; Small group decision-making seeking and providing differentiated professional development; Analyze data from all six program teams	Leadership Team	Shared leadership with 7 teachers and 1 administrator	Reading, Math and Parent Involvement	Leadership, planning and resources, Letter C; Professional Development, Letter D; Assessment and Use of Results, Letter B
May 18	12:00 – 1:00	PBIS Leadership Team	Small group review of data and curriculum to identify areas for improvement; Classroom instruction, utilizing PBIS lesson plans and differentiating learning for individual students; Large group instruction of PBIS curriculum	Leadership team, teacher led	Lucy Bauer and Alicia Jepsen	Classroom success in all areas including Reading, Math and Parent Involvement	Culture for Learning, Letter B; Curriculum and Instruction, letter D

Date	Time Begin/End	Activity	Instructional Strategies Implemented	Grouping? (Grade level, Dept., Team, PLC, etc.)	Name of person who lead activity	Goal focus: Reading, Math, or Parent Involvement	How aligned with DIP?
May 21	12:00 – 1:00	Birth – two ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	B-2 Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
May 15	8:00 – 9:00	3-5 ECSE Team	Small group, teacher led creation, use, and alignment of assessments relative to standards; Small group, teacher led sharing and explanation of assessment information; Teacher teams differentiate instructional strategies to accommodate learning levels of all students; Small group, teacher led development of information and tools to engage families	3-5 ECSE Team	Shared Leadership among teachers on the team and ECSE Supervisor	Reading, Math and Parent Involvement	Assessment and Use of Results, Letter C; Curriculum and Instruction, Letter D; Engagement of Families and Community, Letter B
May 22	12:00 – 3:30	Co-teaching Team Meeting	Classroom co-teaching teams utilize standards in planning classroom instruction in reading and math; develop strategies to engage families to help meet reading and math needs of students	Co-teachers	Teachers representing each co-teaching team	Reading, math and parent involvement	Curriculum and Instruction, Letter A and Letter D; Engagement of families and Community, Letter C
June 1	3:45 – 5:00	Staff Meeting	Large Group, shared leadership with teachers and administrator	All licensed staff			Culture for Learning; Letters A, B, C; Professional Development, Letters A, B and C; Leadership, Planning and Resources C and D
June 4		Individual Activities	Research, participation in workshop training	Individual	Varies	Varies	Leadership planning and resources Letter D
June 8-10	8:00 – 4:00	Preschool Math aligned with state standards	Small group, individual strategies taught in experiential learning	3-5 Inclusion Teachers	MDE	Math	Professional Development, Letter B