

## **School Improvement Plan - PL221 Version - 2008-2011**

**May 22, 2008 14:34:11**

### **Joseph L Block Jr High School (3963)**

**School City of East Chicago**

**East Chicago, 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

Joseph L Block Jr High School

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

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

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Making**

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

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

## **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

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

| PL221 REQUIREMENT |   | Required | Location in this Plan  |
|-------------------|---|----------|--|
| 1                 | Description and location of curriculum  | ✓        | Force Field Excerpt *  |
|                   | Titles and descriptions of assessment instruments to be used in addition to ISTEP+  | ✓        | Force Field Excerpt *  |
| 2                 | Statement of mission, vision, or belief (suggested but not required)  |          | Vision Statement   |
| 3                 | Summary of data derived from an assessment (implied but not required)   |          | May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a> |
| 4                 | Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)   |          | May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a> |
|                   | Conclusion - Parent involvement   | ✓        | Strategy Summary (Strategy A)  |
|                   | Conclusion - Technology as a learning tool  | ✓        | Strategy Summary (Strategy B)  |
|                   | Conclusion - Safe and discipline learning environment   | ✓        | Strategy Summary (Strategy C)  |
|                   | Conclusion – Professional development   | ✓        | Professional Development   |
| 5                 | Goal – Attendance rate  | ✓        | Strategy Summary (Strategy D)  |
|                   | Goals - % meeting ISTEP Standards   | ✓        | Academic Goals   |
|                   | Goals - % graduating (high schools only)  | ✓        | Academic Goals   |
| 6                 | Specific areas where improvement is needed immediately  | ✓        | Academic Goals<br>Areas of Concern<br>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<br>To-Do List  |
| 13                | Exceptional Learners – Gifted **  | ✓        | Strategy Summary (Strategy G1)   |
| 14                | Exceptional Learners – Special Education **   | ✓        | Strategy Summary (Strategy G2)   |

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Jolene Bogacki - Teacher
- Amy Ford DeYoung - Teacher
- Chris Kirincic - Teacher
- DeLainah Medina - Parent/Guardian
- Jim Novosel - School Counselor
- Tonda E. Poindexter - Teacher
- Claudia Shapiro - Teacher
- Jennifer West -
- Leslie Yanders - Administrator

## Strategy Chairs

- Jolene Bogacki
- Amy Ford DeYoung
- Edward Garcia
- Mark Grantner
- Heather Hobson
- Raquel Morton
- Tonda E. Poindexter
- Lawrence Ruich
- Claudia Shapiro
- Alexis Walker
- Veronica Williams
- Leslie Yanders

## Community Council

- Jeanine Pay
- Cristina Aguirre - Student
- Ruben Arroyo
- Fannie Bishop
- Timothy J. DaSilva - RN - operating room
- Valerie DaSilva - Homemaker
- Janice Douglas
- Erika Garza - Teacher Aid
- Fernando Garza
- Pattie Gibson-King
- Willie Mae Gunn
- Marc Henderson - Business Owner
- Mark C. Jackson
- Carla Leonard
- Russell Leonard
- Christina Lewis - Teacher
- Susana Lopez
- Marcia Martin
- Berlinda Martinez

- Sasha Martinez
- Celina Medina
- Deama Mendoza
- Rose Rodriguez
- Larry Ruich - Teacher
- E Sacha - Administrator
- Betty Sparks-Bullard - School Administrator
- Christina Vega - Parent Liason
- Jennifer West - Program Director

# 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:**

We believe that all students deserve to be in a safe environment surrounded by adults who value education and have high expectations for the students by offering them a rigorous curriculum. We believe all students deserve a quality education with engaging instruction. We believe all students deserve teachers who are passionate about education. We believe that all students deserve the opportunity to master the state standards. We believe that all students deserve fairness, structure, and honesty. We believe that all students deserve the opportunity to have exposure to career teaching and college. We believe that all students deserve meaningful adult involvement at home.

As a result of these efforts, our school's student achievement data is as follows: % of students who pass ISTEP math 100% % of students who pass ISTEP English 100% % of students passing all classes 100% % of students earning a 4.0 GPA on a 4.0 scale 100%

## **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 educators are positive and have an open mind. They are flexible and accommodate students at the students' level. Teachers work hard. They are dedicated, focused, accountable, organized, prepared, and persevere. Teachers are passionate about their teaching. Teachers respect students. Teachers model the behavior they expect from students such as proper language, proper dress /attire, self-management skills such as being on time. Teachers offer students structure and consistency. Parents are also actively involved with their child's education. Parents are passionate about raising and caring for their children. They also talk with their child's teachers on a regular basis, providing support as mutually agreed upon. The community works as an active partner with the school. A few classes offer the opportunity for community members to come in and speak about careers.

## **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, all students have high expectations of themselves and display ideal student behaviors and attitudes. Students are caring, considerate, and organized. Students always do their best work. Students have a positive attitude. They are focused, ambitious, accountable, good listeners, and dedicated. Students are prepared. Students are actively engaged in their education. Students believe in themselves. Students evaluate their own learning using results of classroom assessment. Students accept constructive criticism. Students have a desire to succeed.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who Passing all classes: 100%
- % of students who earning a 4.0 GPA on a 4.0 scale: 100%

## Academic Goals

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

### All 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 |             |
|           | 49.6%  | 52.6%     |        | 55.6%     |        | 58.6%     |        | 61.6%     |        | 64.6%     |        | 100%        |

### All 7th Grade Students - Increase English Literary Response and Analysis ISTEP scores

| 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 |             |
|           |        |           | 46%    |           | 37%    | 40%       |        | 43%       |        | 46%       |        | 100%        |

### All 7th Grade Students - Increase Math Algebra & Functions ISTEP scores

| 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 |             |
|           |        |           | 57%    |           | 50%    | 53%       |        | 56%       |        | 59%       |        | 100%        |

### All 8th Grade Special Education students - Increase English ISTEP scores

| 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 |             |
|           |        |           | 11%    |           | 7%     | 10%       |        | 13%       |        | 16%       |        | 100%        |

### All 8th Grade Students - Increase English Reading Vocabulary ISTEP scores

| 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%    |           | 43%    | 46%       |        | 49%       |        | 52%       |        | 100%        |

**All 8th Grade Students - Increase Math Problem Solving ISTEP scores**

| 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 |             |
|           |        |           | 49%    |           | 41%    | 44%       |        | 47%       |        | 50%       |        | 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 Do Not Pay Attention**

Student surveys show that students do not know what is being taught in their classes, while teacher surveys show that teachers feel they communicate what is being taught well.

### **Concern: Low Teacher Expectations**

Student surveys show that the students feel they are going to college, but Teacher surveys show just the opposite. Many of the survey questions had similar results.

## Required Areas of Concern

### **A. Parent Involvement**

### **B. Technology Coordination**

### **C. Safe and Disciplined Learning Environment**

### **D. Attendance**

### **G1. Exceptional Learners - Gifted**

### **G2. Exceptional Learners - Special Education**

### **H. Cultural Competency**

### **I. Focused Instruction / Curriculum**

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

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

**L. Early Childhood Assistance**

**M. Assessment Results to Parents**

**N. Parent Notice of "School in Improvement"**

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

**Q. School-Parent Involvement Policy**

**R. Parent Right-to-Know Letter**

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Targeted Assistance**

**V. Peer Review for SIP**

# Strategies

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

## Local Strategies

### **Raising Teacher Expectations: The Village Literacy Book Club**

To raise teacher expectations throughout the year, inspirational reading material will be shared and discussed. Books will be purchased for the entire faculty. Faculty, administration and staff of Block will be required to read each book throughout the year.

## Required Strategies

### **A. Parent Involvement: Parent Booster Club**

The Parent Booster Club is an ongoing process through out the year, in order to increase and improve parent involvement with student academics and behavior.

### **B. Technology Coordination**

Teachers will incorporate the following technology programs in classroom instruction throughout the school year: Scholastic Reading Counts Drive of Your Life COMPASS, FASTT Math Scientific based research program Read 180 Channel One Distance Learning Lab MAPS Project Lead The Way

### **C. Safe and Disciplined Learning Environment**

Joseph Block will work to implement policies for the 09-10 school year to promote a safer, more learning-friendly school environment. We will implement a school uniform policy, which teachers will work to strictly enforce throughout the year. We will also have selected teachers attend professional development conferences on Creating Optimal Learning Experience for Students through Effective Classroom Management, Isabel Burk: Straight Talk About Bullying and Beyond Zero Tolerance, and Managing the Angry and Aggressive Student K-12.

### **D. Attendance**

An updated attendance policy has been placed in the 2008-09 Handbook. In addition, an Attendance Officer has been hired to monitor that the policy is being put implemented throughout the school year.

### **G1. Exceptional Learners - Gifted**

Our school will continue to implement the AVID researched based program for those students meeting the criteria. AVID will continue it's rigorous curriculum which places students in honors classes and stresses writing, inquiry, collaboration, reading. Our school has received funding to purchase separate textbooks for the honors students.

### **G2. Exceptional Learners - Special Education**

The special education department supports students who are learning disabled, mildly mentally handicapped, and severely mentally handicapped. Strategy plan implementation includes a goal to improve 8th grade Special Education students' ISTEP English scores. A full-time self-contained behavior adjustment class uses behavior modification as a process for students to attain both personal and academic goals. An emotionally handicapped class provides intensive collaboration with the school's social worker to guide and perhaps at times even rescue students suffering from extreme social or emotional difficulties. A restricted class provides a self-contained environment which allows students to remain in school while improving their behavioral problems.

### **H. Cultural Competency**

Identification of the school population has been completed according to racial, ethnic, language minority, cultural, exceptional learning and socioeconomic groups. Staff development emphasizing cultural competency in education environments have been conducted. A book club has been formed for teachers to read books and periodicals for professional development. The first

book is Closing the Achievement Gap: Reaching and Teaching High Poverty Learners by Tiffany Chaneil Anderson. Teachers read chapters prior to monthly meetings then a discussion is held followed by skills being applied in the classroom. During the spring of '08 all staff attended a Ruby Payne conference. A core of teachers attended the state held Cultural Competency Summit in the winter and spring of '07. This core group has inserviced the staff during school improvement meetings.

#### **I. Focused Instruction / Curriculum: Cornell Note-Taking**

The Cornell Note-Taking strategy will be taught by licensed 7th and 8th grade teachers per daily basis requirement. 7th and 8th grade students will employ the learned strategy per each classroom lecture.

#### **I. Focused Instruction / Curriculum: Math: Title I Lab**

A title I math class would be added for those students that did not pass the math portion of ISTEP. This class would be in addition to a regular math class and would take place during school hours. This class will be a remedial class that will support what is being learned in regular math class.

#### **I. Focused Instruction / Curriculum: Reading Across the Curriculum**

Content-area and Title I teachers will focus on a particular reading comprehension skill each month to complement instruction in reading and language arts classes for all students, including those receiving free or reduced lunch.

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

InSAI Steering Team is working to track all teachers licensure to ensure we keep up to date with Highly Qualified status. In addition, all faculty members participate in two staff development days per year, one each semester. Finally, teachers will be provided with professional development throughout the school year.

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

To attract highly qualified teachers, the administration works with the Central Office HR Dept., interested teachers are promised a system of support. In addition to LEA orientations and meetings, all new teachers are assigned a certified mentor. Currently two of Block's teachers, Ms. Shapiro and Mr. Stankovich are State certified mentors.

#### **L. Early Childhood Assistance: SEE Strategy A- Specifically Parent Orientation**

Incoming 7th graders will be invited to attend an orientation day for students and parents- please see Strategy A-Specifically Parent Orientation. In addition, at this time, students will be introduced to Homework Hotline and Tutoring opportunities available at Block--Please see Strategy O Extended Learning Activities.

#### **M. Assessment Results to Parents**

In addition to ISTEP reports, parents will be informed of their child's progress through the following assessment reports throughout the school year: MAPS Reports in the fall and spring, LAS Links in the spring for English Language Learners, and SRI reports, Scholastic Read 180, Compass Odyssey, and Prompt Results on an ongoing basis. In order to appropriately place students in high school courses, 8th grade students also take math (algebra) and language arts placement tests in the spring. Progress Reports and Unsatisfactory Notices are also provided to students and parents at the midpoint of each grading period.

#### **N. Parent Notice of "School in Improvement"**

At the first Parent Booster Club (before the end of September), parents will be given notice of Block Junior High Schools' School in Improvement status.

#### **O. Extended Learning Activities: Summer School**

From June 9-July 3, Title I Summer School will take place for English and Math. From July 14-August 8, Jumpstart Tutoring will take place for English and Math. These programs are for students who are in jeopardy of not passing courses or ISTEP and are pending funding.

#### **O. Extended Learning Activities: Tutoring**

Tutoring will continue Tues-Thurs. from 3:15-4:45. In addition, LIPS tutoring, Title I, and New Kids on the Block tutoring will continue as well. Students will be identified for this program based on MAPS scores, ISTEP scores, and Lexile levels. .students selected as those with the most need after ranking them according to lexile, Istep,and semester grades in math and LA. .there will be bus transportation .parents will be notified via a letter sent home and the parent liaison will call each parent . programs were selected after researching math and reading programs that are scientifically researched based: Rewards,Plugged into

Reading, Read 180, Fastt math, Coach materials. Teachers were selected based upon those who have had training/professional development about the chosen programs.

**P. Teacher Mentoring Program**

Throughout the school year, every teacher in the school will research various professional development topics in our library and submit them for publication in Block Junior High School's monthly staff newsletter.

**Q. School-Parent Involvement Policy**

Block Junior High will distribute the school parent involvement policy (developed jointly with parents) to parents of students participating in the Title I program. This policy will be updated in the spring of each year.

**R. Parent Right-to-Know Letter**

A written notification from East East Chicago School District to every parent of a student in a Title 1 school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. This information shall include the following: - If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; - If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; - The teacher's baccalaureate degree major, graduate certification, and field of discipline; - Whether the student is provided services by paraprofessionals, and if so, their qualifications. If, at any time, a student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, the parents will be notified by the school of this information.

**S. School-Parent Compact**

The school parent compact developed jointly with parents, will outline how the staff, students and parents will share in the responsibility of improving student achievement. The school parent compact is revised annually in the spring.

**T. Annual Parent Meeting**

Title 1 Annual Parent meeting will take place during the first grading period of the first semester we will review the Parent Involvement Policy and the School Parent Compact.

**U. Targeted Assistance**

Two classes will take place during the 2008-09 year for targeted students in Reading and Math. Reading classes will continue to use the Read 180 program and Math classes will use ALECS program. Please see Strategy I Focused Instruction Curriculum Reading and Math Strategies.

**V. Peer Review for SIP**

The district coordinates a district wide Peer Review Meeting in May of each year.

## Professional Development

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

### Raising Teacher Expectations: The Village Literacy Book Club

| Professional Development Activity  | Funding  | Activity Purpose              |
|--|--|-------------------------------|
| <i>Harry Wong's DVD series with the book "First Days of School" Package</i>  | Source:<br>414 (Title I)<br>Amount: \$919  | Information<br>Skill Building |
| Brief Description  | Intended Participants  | Activity Format               |
| A five-hour in-service workshop has been packaged into eight parts so that a teacher who needs help can look at needed parts or a staff developer or administrator can use each part over a period of time as Staff Development. | Teachers<br>Counselors<br>Administrators<br>Parents<br>Community Members<br>Students | Professional Reading          |

### A. Parent Involvement: Parent Booster Club

No professional development is needed for this strategy.

### C. Safe and Disciplined Learning Environment

| Professional Development Activity   | Funding   | Activity Purpose              |
|---|---|-------------------------------|
| <i>Conference- Creating Optimal Learning Experience for Students through Effective Classroom Management</i>   | Source:<br>212 (IDOE Grant)<br>Amount: \$155                    | Information<br>Skill Building |
| Brief Description   | Intended Participants   | Activity Format               |
| Teachers will learn how to create a positive learning environment for students while teaching them to manage their own behaviors. Teachers will, in turn, learn how to gain instructional time by reducing the amount of time spent managing student behaviors. | Teachers<br>Counselors<br>Administrators<br>Parents<br>Students | Presentation/Workshop         |

| Professional Development Activity   | Funding   | Activity Purpose              |
|---|---|-------------------------------|
| <i>Conference- Managing the Angry and Aggressive Student K-12</i>   | Source:<br>212<br>Amount: \$195                                 | Information<br>Skill Building |
| Brief Description   | Intended Participants   | Activity Format               |
| This workshop will focus on providing participants with knowledge of effective intervention strategies to implement in their programs at Block. | Teachers<br>Counselors<br>Administrators<br>Parents<br>Students | Presentation/Workshop         |

| Professional Development Activity   | Funding   | Activity Purpose              |
|---|---|-------------------------------|
| <b>Conference- Isabel Burk: Straight Talk About Bullying and Beyond Zero Tolerance</b>  | Source:<br>212<br>Amount: \$195                                 | Information<br>Skill Building |
| Brief Description   | Intended Participants   | Activity Format               |
| Beyond Zero Tolerance-Effective School Drug Policy. Recognize specific components of effective policies. Outline specific procedures to enhance policy effectiveness. Recognize at least 2 mistakes that could expose schools to ridicule or lawsuit. Identify specific policy sections that need review and improvement. | Teachers<br>Counselors<br>Administrators<br>Parents<br>Students | Presentation/Workshop         |

## I. Focused Instruction / Curriculum: Cornell Note-Taking

| Professional Development Activity  | Funding                     | Activity Purpose                                  |
|--|-----------------------------|---|
| <b>Cornell Note-Taking Presentation</b>  | Source:<br>NA<br>Amount: \$ | Information<br>Skill Building<br>Feedback/Support |
| Brief Description  | Intended Participants       | Activity Format                                   |
| Initial presentation of strategy intention & goal. Includes modeling procedure and question & answer session | Teachers<br>Administrators  | Presentation/Workshop                             |

| Professional Development Activity   | Funding                     | Activity Purpose      |
|---|-----------------------------|-----------------------|
| <b>Reinforce School Wide Notes Strategy</b>   | Source:<br>NA<br>Amount: \$ | Skill Building        |
| Brief Description   | Intended Participants       | Activity Format       |
| At opening of school year present refresher training inclusive of question & answer session | Teachers                    | Presentation/Workshop |

| Professional Development Activity  | Funding                     | Activity Purpose                                 |
|--|-----------------------------|--|
| <b>Review Cornell Note Taking Strategy</b>   | Source:<br>NA<br>Amount: \$ | Skill Building<br>Feedback/Support<br>Refinement |
| Brief Description  | Intended Participants       | Activity Format                                  |
| Follow up review of strategy after implementation time in place, seek any questions that may require answers | Teachers<br>Students        | Collaborative Problem Solving                    |

| Professional Development Activity   | Funding                                  | Activity Purpose |
|---|--|------------------|
| <b>School Wide Notes Packet</b>   | Source:<br>NA<br>Amount: \$              | Information      |
| Brief Description   | Intended Participants                    | Activity Format  |
| Teachers inclusive of principal/counselor will be given basic step-by-step guidelines to follow Cornell note-taking procedure | Teachers<br>Counselors<br>Administrators | Other            |

## I. Focused Instruction / Curriculum: Math: Title I Lab

| Professional Development Activity  | Funding                                   | Activity Purpose                                    |
|--|---|---|
| <i>Training for Title I program is conducted</i>   | Source:<br>414 (Title I)<br>Amount: \$300 | Information<br>Skill Building<br>Refinement         |
| Brief Description  | Intended Participants                     | Activity Format                                     |
| Title I math teacher will attend training for the ALEC program. The training will assist the teacher in the proper steps to teach the class. | Teachers<br>Administrators                | Talk to<br>Presentation/Workshop<br>Action Research |

| Professional Development Activity   | Funding                                     | Activity Purpose  |
|---|---|---|
| <i>Attend Conferences to assist in classroom</i>  | Source:<br>414 (Title I)<br>Amount: \$1,000 | Information<br>Skill Building<br>Refinement                             |
| Brief Description   | Intended Participants                       | Activity Format   |
| Title I teacher will attend math workshops to assist in making the class interesting and enjoyable. | Teachers<br>Administrators                  | Presentation/Workshop<br>Peer Coaching<br>Collaborative Problem Solving |

## I. Focused Instruction / Curriculum: Reading Across the Curriculum

| Professional Development Activity                           | Funding                                  | Activity Purpose |
|---|--|------------------|
| <i>Informal Discussion</i>                                  | Source:<br>NA<br>Amount: \$              | Information      |
| Brief Description   | Intended Participants                    | Activity Format  |
| Meet with teachers to discuss plan and ask for suggestions. | Teachers<br>Counselors<br>Administrators | Talk to          |

| Professional Development Activity                                  | Funding                                  | Activity Purpose                                  |
|--|--|---|
| <i>Meeting to Share Information and Distribute Materials</i>       | Source:<br>NA<br>Amount: \$              | Information<br>Skill Building<br>Feedback/Support |
| Brief Description  | Intended Participants                    | Activity Format                                   |
| Meet with faculty to explain strategy, give overview and hand-outs | Teachers<br>Counselors<br>Administrators | Presentation/Workshop                             |

| Professional Development Activity  | Funding                     | Activity Purpose                                  |
|--|-----------------------------|---|
| <i>In-service staff about reading comprehension strategies</i>   | Source:<br>NA<br>Amount: \$ | Information<br>Skill Building<br>Feedback/Support |
| Brief Description  | Intended Participants       | Activity Format                                   |
| 3 members of Focused Instruction Strategy Task Force provide professional development to content area teachers to address incorporating reading comprehension skills | Teachers                    | Presentation/Workshop<br>Peer Coaching            |

| Professional Development Activity  | Funding                     | Activity Purpose                                 |
|--|-----------------------------|--|
| <i>Observations</i>  | Source:<br>NA<br>Amount: \$ | Skill Building<br>Feedback/Support<br>Refinement |
| Brief Description  | Intended Participants       | Activity Format                                  |
| Veteran teachers on task force will observe and assist content-area teachers with reading instruction techniques | Teachers                    | Peer Coaching                                    |

| Professional Development Activity  | Funding                         | Activity Purpose                            |
|--|---------------------------------|---|
| <i>Select and attend conference relevant to strategy</i>   | Source:<br>212<br>Amount: \$585 | Information<br>Skill Building<br>Refinement |
| Brief Description  | Intended Participants           | Activity Format                             |
| Jacqueline Guernsey, Sue Sandor, and Heather Hobson will attend "Supporting Struggling Readers" conference on Oct. 8, 2008 | Teachers                        | Presentation/Workshop                       |

| Professional Development Activity  | Funding   | Activity Purpose              |
|--|---|-------------------------------|
| <i>Conference- High Schools that Work</i>  | Source:<br>414 (Title I)<br>Amount: \$832                       | Information<br>Skill Building |
| Brief Description  | Intended Participants   | Activity Format               |
| Conference provides school improvement initiatives and frameworks to raise student reading levels. | Teachers<br>Counselors<br>Administrators<br>Parents<br>Students |                               |

## L. Early Childhood Assistance: SEE Strategy A- Specifically Parent Orientation

No professional development is needed for this strategy.

## O. Extended Learning Activities: Summer School

No professional development is needed for this strategy.

## O. Extended Learning Activities: Tutoring

No professional development is needed for this strategy.

## P. Teacher Mentoring Program

| Professional Development Activity                                 | Funding                      | Activity Purpose      |
|---|------------------------------|-----------------------|
| <i>explaining the program</i>                                     | Source:<br>NA<br>Amount: \$0 | Information           |
| Brief Description   | Intended Participants        | Activity Format       |
| Introduce the Teacher Mentoring Program and go through the steps. | Teachers                     | Presentation/Workshop |

| Professional Development Activity  | Funding                      | Activity Purpose      |
|--|------------------------------|-----------------------|
| <i>follow up 1</i>   | Source:<br>NA<br>Amount: \$0 | Information           |
| Brief Description  | Intended Participants        | Activity Format       |
| Based on the survey, give results to the staff of participation in the Teacher Mentoring Program | Teachers<br>Administrators   | Presentation/Workshop |

| Professional Development Activity   | Funding                           | Activity Purpose              |
|---|-----------------------------------|-------------------------------|
| <i>Conference: Rules 2002 Year 1 Beginning Teacher Support Workshop-October 7, 2008</i>   | Source:<br>212<br>Amount: \$95.00 | Information<br>Skill Building |
| Brief Description   | Intended Participants             | Activity Format               |
| This workshop will acquaint the participants with the specifications of the portfolio and provide updates as to the requirements set forth by the Indiana Division of Professional Standards. Audience: Rules 2002 beginning teachers in their first year of their two-year mentorship. Mentor teachers are not required to attend. | Teachers<br>Administrators        | Presentation/Workshop         |

| Professional Development Activity  | Funding                      | Activity Purpose      |
|--|------------------------------|-----------------------|
| <i>follow-up 2</i>   | Source:<br>NA<br>Amount: \$0 | Information           |
| Brief Description  | Intended Participants        | Activity Format       |
| Give year-end results of participation in the Teacher Mentoring Program. | Teachers<br>Administrators   | Presentation/Workshop |

## U. Targeted Assistance

No professional development is needed for this strategy.

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

## Former Areas of Concern Summary

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

## Local Areas of Concern

### Concern: Students Do Not Pay Attention

#### Data Targets Influenced by This Concern:

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

#### Strategies to Impact This Concern:

- Raising Teacher Expectations: The Village Literacy Book Club
- I. Focused Instruction / Curriculum: Math: Title I Lab
- I. Focused Instruction / Curriculum: Cornell Note-Taking
- C. Safe and Disciplined Learning Environment

### Concern: Low Teacher Expectations

#### Data Targets Influenced by This Concern:

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

#### Strategies to Impact This Concern:

- Raising Teacher Expectations: The Village Literacy Book Club
- M. Assessment Results to Parents
- C. Safe and Disciplined Learning Environment

## Required Areas of Concern

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

#### Data Targets Influenced by This Concern:

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

**Strategies to Impact This Concern:**

- A. Parent Involvement: Parent Booster Club

## **B. Technology Coordination (PL221)**

**Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

**Strategies to Impact This Concern:**

- B. Technology Coordination

## **C. Safe and Disciplined Learning Environment (PL221)**

**Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

**Strategies to Impact This Concern:**

- C. Safe and Disciplined Learning Environment

## **D. Attendance (PL221)**

**Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

**Strategies to Impact This Concern:**

- D. Attendance

## **G1. Exceptional Learners - Gifted (PL221)**

**Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

**Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted

## **G2. Exceptional Learners - Special Education (PL221)**

### **Data Targets Influenced by This Concern:**

- All 8th Grade Special Education students -- Increase English ISTEP scores

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

- G2. Exceptional Learners - Special Education

## **H. Cultural Competency (PL221)**

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

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

- H. Cultural Competency

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

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores

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

- I. Focused Instruction / Curriculum: Cornell Note-Taking
- I. Focused Instruction / Curriculum: Math: Title I Lab
- I. Focused Instruction / Curriculum: Reading Across the Curriculum

## **J. Instruction by Highly Qualified Teachers (Title I)**

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

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

- J. Instruction by Highly Qualified Teachers

## **K. Attracting Highly Qualified Teachers (Title I)**

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

**Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

## **L. Early Childhood Assistance (Title I)**

**Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores

**Strategies to Impact This Concern:**

- L. Early Childhood Assistance: SEE Strategy A- Specifically Parent Orientation

## **M. Assessment Results to Parents (Title I)**

**Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

**Strategies to Impact This Concern:**

- M. Assessment Results to Parents

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

**Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

**Strategies to Impact This Concern:**

- N. Parent Notice of "School in Improvement"

## **O. Extended Learning Activities (Title I, NCLB)**

**Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

**Strategies to Impact This Concern:**

- O. Extended Learning Activities: Tutoring
- O. Extended Learning Activities: Summer School

## **P. Teacher Mentoring Program (NCLB)**

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

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

- P. Teacher Mentoring Program

## **Q. School-Parent Involvement Policy (Title I)**

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

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

- Q. School-Parent Involvement Policy

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

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

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

- R. Parent Right-to-Know Letter

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

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

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

- S. School-Parent Compact

## **T. Annual Parent Meeting (Title I)**

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

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

- T. Annual Parent Meeting

## **U. Targeted Assistance (Title I)**

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

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

- U. Targeted Assistance

## **V. Peer Review for SIP (NCLB)**

### **Data Targets Influenced by This Concern:**

- All 7th Grade Students -- Increase English Literary Response and Analysis ISTEP scores
- All 7th Grade Students -- Increase Math Algebra & Functions ISTEP scores
- All 8th Grade Special Education students -- Increase English ISTEP scores
- All 8th Grade Students -- Increase English Reading Vocabulary ISTEP scores
- All 8th Grade Students -- Increase Math Problem Solving ISTEP scores

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

- V. Peer Review for SIP

## Force Field Excerpt

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

|   |                                |  |
|---|--------------------------------|--|
| Description and location of curriculum:   | DO NOT HAVE ONE                | Force Field Report<br>B: Curriculum<br>Additional Data #1  |
| Titles and descriptions of assessment instruments to be used in addition to ISTEP+: | ISTEP,NWEA                     | Force Field Report<br>C: Assessment<br>Additional Data #1  |
| Statutes and rules to be waived:  | NO CHILD LEFT BEHIND           | Force Field Report<br>G: Environment<br>Additional Data #2 |
| Program Consolidation Plan:   | None--District does not allow. | Force Field Report<br>G: Environment<br>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.

## Extended Learning Activities

**May 1, 2008:** Select teachers for Summer School and Jumpstart programs

**Person:** Administration

**Activity:** Teachers

**May 12, 2008:** Identify those students in need

**Person:** Counselors

**Activity:** Select Students for Programs

**May 20, 2008:** Call parents to inform them of the program and the need for their student to attend

**Person:** Vega

**Activity:** Inform Parents/Students

**Jun 4, 2008:** Send Letters home with specific information regarding the Sumer School program

**Person:** Vega

**Activity:** Inform Parents/Students

**Jul 5, 2008:** Send Letters home with specific information regarding the Jumpstart program

**Person:** Vega

**Activity:** Inform Parents/Students

**Aug 12, 2008:** arrange for bus transportation

**Person:** Administration

**Activity:** Transportation

**Aug 26, 2008:** Identify those students for program need after ranking them according to lexile, Istep, and semester grades in math and LA.

**Person:** Counselors

**Activity:** Choose Students for Program

**Sep , 2008:** Letter sent

**Person:** Novosel

**Activity:** parents will be notified via a letter sent home and the parent liaison will call each parent

**Sep , 2008:** Parent Liason make calls

**Person:** Vega

**Activity:** parents will be notified via a letter sent home and the parent liaison will call each parent

**Sep 1, 2008:** Select teachers based upon those who have had training/ professional development about the chosen programs

**Person:** Administration

**Activity:** Teachers

## Focused Instruction / Curriculum

**, 2005:** Observe content area teachers in classrooms

**Person:** Jacqueline Guernsey and Charlene Mahone

**Activity:** Observations

**Mar 5, 2008:** Make list of comprehension skills to address

**Person:** Heather Hobson

**Activity:** Reading Across the Curriculum

**Mar 11, 2008:** Cornell Notes: Overview

**Person:** Denise Thompson

**Activity:** Cornell Note-Taking Presentation

**Mar 11, 2008:** Collect & Determine Data

**Person:** Lawrence Ruich

**Activity:** Tallying and Assess Survey

**Mar 11, 2008:** Create & Distribute Survey

**Person:** Amy Ford - De Young

**Activity:** Tallying and Assess Survey

**Mar 12, 2008:** Contact Task Force about ideas

**Person:** Heather Hobson

**Activity:** Reading Across the Curriculum

**Apr 15, 2008:** Gather and analyze ISTEP AYP and MAPS Math Data

**Person:** Josephine Escobedo

**Activity:** Collect baseline data

**Apr 15, 2008:** Search catalogs to create Wish List of instructional materials

**Person:** Task Force

**Activity:** Reading Across the Curriculum

**May , 2008:** Create survey for content area teachers

**Person:** Heather Hobson

**Activity:** Collect baseline data

**May , 2008:** Chosen students are placed in the program for the 2008-2009 school year

**Person:** Counselors

**Activity:** Implement Title I Math Program

**May , 2008:** Students ISTEP scores Math scores are reviewed and students are chosen for the Title I Math Program

**Person:** Counselors

**Activity:** Implement Title I Math Program

**May , 2008:** Discuss ideas at year-end faculty meeting

**Person:** Task Force

**Activity:** Informal Discussion

**May , 2008:** Ask for ideas

**Person:** Heather Hobson

**Activity:** Talk informally with content teachers

**May , 2008:** Explain strategy

**Person:** Heather Hobson

**Activity:** Talk informally with content teachers

**May , 2008:** Explain that teachers will decide which materials/textbook to use monthly

**Person:** Heather Hobson

**Activity:** Talk informally with content teachers

**May , 2008:** Teacher is chosen to teach program

**Person:** Principal

**Activity:** Training for Title I program is conducted

**May 1, 2008:** Distribute survey to content area teachers

**Person:** Heather Hobson

**Activity:** Collect baseline data

- May 2, 2008:** Create & Distribute Instructions  
**Person:** Rosemarie Stazak  
**Activity:** School Wide Notes Packet
- May 5, 2008:** Create survey for teachers for baseline data  
**Person:** Heather Hobson  
**Activity:** Reading Across the Curriculum
- May 6, 2008:** Research possible conferences  
**Person:** Heather Hobson  
**Activity:** Select and attend conference relevant to strategy
- May 7, 2008:** Observe content area teachers in classrooms  
**Person:** Jacqueline Guernsey and Charlene Mahone  
**Activity:** Observations
- May 11, 2008:** Observe note taking implementation  
**Person:** Lawrence Ruich  
**Activity:** Collect baseline data
- May 12, 2008:** Record students' MAP reading scores for 07-08  
**Person:** Jolene Bogacki  
**Activity:** Collect baseline data
- May 16, 2008:** Type Student/Parent Flye  
**Person:** Amy Ford-DeYoung  
**Activity:** Notes-School Wide Announcemnt
- May 19, 2008:** Research Professional Development opportunities  
**Person:** Charlene Mahone  
**Activity:** Reading Across the Curriculum
- May 23, 2008:** Distribute Notes Student/Parent Flyer  
**Person:** Josephine Czerny  
**Activity:** Notes-School Wide Announcemnt
- May 30, 2008:** Survey teachers to determine if they feel that the math course is helping students  
**Person:** Edward Garcia  
**Activity:** Collect baseline data
- Jun , 2008:** Attend HSTW conference and attend math workshops.  
**Person:** Title I Teacher  
**Activity:** Attend Conferences to assist in classroom
- Jun , 2008:** Teacher is choosen to teach Title I program  
**Person:** Principal  
**Activity:** Implement Title I Math Program
- Jun 1, 2008:** Register for conference  
**Person:** Task Force  
**Activity:** Select and attend conference relevant to strategy
- Jun 2, 2008:** Organize support data/research  
**Person:** Denise Thompson  
**Activity:** Note-Taking Reintroduction
- Jun 3, 2008:** Design Reintroduction presentation  
**Person:** Rosemarie Stazak  
**Activity:** Note-Taking Reintroduction

**Jun 18, 2008:** Observe content area teachers in classrooms

**Person:** Jacqueline Guernsey and Charlene Mahone

**Activity:** Observations

**Jul , 2008:** Attend IMI conferences

**Person:** Title I Teacher

**Activity:** Attend Conferences to assist in classroom

**Jul , 2008:** Title I program is purchased

**Person:** Principal

**Activity:** Implement Title I Math Program

**Jul 8, 2008:** Attend Conference

**Person:**

**Activity:** Conference- High Schools that Work

**Jul 30, 2008:** Observe content area teachers in classrooms

**Person:** Jacqueline Guernsey and Charlene Mahone

**Activity:** Observations

**Jul 30, 2008:** Curriculum Mapping

**Person:** Reading Dept.

**Activity:** Reading Across the Curriculum

**Aug , 2008:** Chosen teacher is trained in the Title I program

**Person:** Principal

**Activity:** Implement Title I Math Program

**Aug , 2008:** Letter sent to parents of students that are scheduled for the program informing them of the value of the program.

**Person:** Title I office

**Activity:** Minimize parent resistance to students entering program

**Aug , 2008:** Teacher is trained in ALEC program

**Person:** Principal

**Activity:** Training for Title I program is conducted

**Aug 17, 2008:** Plan timeline for each monthly skill

**Person:** Heather Hobson and Jacqueline Guernsey

**Activity:** Reading Across the Curriculum

**Aug 18, 2008:** Present Reintroduction of Strategy

**Person:** Denise Thompson

**Activity:** Note-Taking Reintroduction

**Aug 18, 2008:** Meet with staff to introduce strategy

**Person:** Task Force

**Activity:** Reading Across the Curriculum

**Aug 18, 2008:** Reintroduce Strategy with Q&A

**Person:** Denise Thompson

**Activity:** Reinforce School Wide Notes Strategy

**Aug 19, 2008:** Redistribute Student/Parent Flyer

**Person:** Anna Mamala

**Activity:** Notes-School Wide Announcemnt

**Sep , 2008:** Presentation given to parents by Title I Math teachers

**Person:** Title I Math teacher

**Activity:** Minimize parent resistance to students entering program

- Sep 1, 2008:** Gather and distribute materials (if needed) to content teachers  
**Person:** Heather Hobson  
**Activity:** Reading Across the Curriculum
- Sep 1, 2008:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum
- Sep 9, 2008:** Advise teachers individually as needed  
**Person:** Jacqueline Guernsey and Sue Sandor  
**Activity:** Informal Discussion
- Sep 10, 2008:** Explain handout and skill at monthly faculty meetings  
**Person:** Heather Hobson  
**Activity:** Meeting to Share Information and Distribute Materials
- Sep 10, 2008:** Observe content area teachers in classrooms  
**Person:** Jacqueline Guernsey and Charlene Mahone  
**Activity:** Observations
- Sep 26, 2008:** Collect lesson plans and student samples  
**Person:** Jacqueline Guernsey  
**Activity:** Reading Across the Curriculum
- Sep 30, 2008:** Task Force Meetings  
**Person:** Task Force  
**Activity:** Reading Across the Curriculum
- Oct 1, 2008:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum
- Oct 3, 2008:** Put data (lesson plans, student samples, and quiz results) in binder  
**Person:** Heather Hobson  
**Activity:** Reading Across the Curriculum
- Oct 8, 2008:** Attend NWIESC conference "Supporting Struggling Readers"  
**Person:** Heather Hobson, Jacki Guernsey, Sue Sandor  
**Activity:** Select and attend conference relevant to strategy
- Oct 12, 2008:** Present conference information to staff at Staff Dev. Day  
**Person:** Task Force  
**Activity:** In-service staff about reading comprehension strategies
- Oct 22, 2008:** Observe content area teachers in classrooms  
**Person:** Jacqueline Guernsey and Charlene Mahone  
**Activity:** Observations
- Oct 23, 2008:** Question & Answer Session  
**Person:** Denise Thompson  
**Activity:** Review Cornell Note Taking Strategy
- Oct 23, 2008:** Review & Reinforce Strategy  
**Person:** Lawrence Ruich  
**Activity:** Review Cornell Note Taking Strategy
- Nov 1, 2008:** Record and review October MAPS reading scores  
**Person:** Heather Hobson  
**Activity:** Collect first semester/trimester follow up data

**Nov 1, 2008:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum

**Dec , 2008:** Observe content area teachers in classrooms  
**Person:** Jacqueline Guernsey and Charlene Mahone  
**Activity:** Observations

**Dec 1, 2008:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum

**Dec 2, 2008:** Observe content area teachers in classrooms  
**Person:** Jacqueline Guernsey and Charlene Mahone  
**Activity:** Observations

**Dec 13, 2008:** Observe note taking implementation  
**Person:** Amy Ford-De Young  
**Activity:** Collect first semester/trimester follow up data

**Dec 15, 2008:** Gather and analyze ISTEP AYP and MAPS Math Data  
**Person:** Josephine Escobedo  
**Activity:** Collect first semester/trimester follow up data

**Dec 20, 2008:** Survey teachers to determine if they feel that the math course is helping students  
**Person:** Edward Garcia  
**Activity:** Collect first semester/trimester follow up data

**Jan , 2009:** Calculate % of teachers who provided lesson plan and student sample  
**Person:** Task Force  
**Activity:** Collect first semester/trimester follow up data

**Jan , 2009:** Put data (survey results) in binder  
**Person:** Heather Hobson  
**Activity:** Collect first semester/trimester follow up data

**Jan , 2009:** Redistribute teacher survey  
**Person:** Heather Hobson  
**Activity:** Collect first semester/trimester follow up data

**Jan , 2009:** Tally teacher survey results  
**Person:** Heather Hobson  
**Activity:** Collect first semester/trimester follow up data

**Jan 1, 2009:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum

**Jan 12, 2009:** Gathered Collected Data  
**Person:** Lawrence Ruich  
**Activity:** Note-Taking Reintroduction Follow Up

**Jan 13, 2009:** Observe content area teachers in classrooms  
**Person:** Jacqueline Guernsey and Charlene Mahone  
**Activity:** Observations

**Jan 14, 2009:** Present Current Data  
**Person:** Lawrence Ruich  
**Activity:** Note-Taking Reintroduction Follow Up

**Jan 14, 2009:** Tips and Q&A Support  
**Person:** Amy Ford-DeYoung  
**Activity:** Note-Taking Reintroduction Follow Up

**Feb 1, 2009:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum

**Feb 24, 2009:** Observe content area teachers in classrooms  
**Person:** Jacqueline Guernsey and Charlene Mahone  
**Activity:** Observations

**Mar 1, 2009:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum

**Apr 1, 2009:** Record and review April MAPS reading scores  
**Person:** Heather Hobson  
**Activity:** Collect final semester/trimester follow up data

**Apr 1, 2009:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum

**Apr 7, 2009:** Observe content area teachers in classrooms  
**Person:** Jacqueline Guernsey and Charlene Mahone  
**Activity:** Observations

**May , 2009:** Calculate percentage of teachers who turned in lesson plans and student samples  
**Person:** Task Force  
**Activity:** Collect final semester/trimester follow up data

**May , 2009:** Put data (survey) in binder  
**Person:** Heather Hobson  
**Activity:** Collect final semester/trimester follow up data

**May , 2009:** Redistribute teacher survey  
**Person:** Heather Hobson  
**Activity:** Collect final semester/trimester follow up data

**May , 2009:** Tally results  
**Person:** Heather Hobson  
**Activity:** Collect final semester/trimester follow up data

**May 1, 2009:** Gather and analyze ISTEP AYP and MAPS Math Data  
**Person:** Josephine Escobedo  
**Activity:** Collect final semester/trimester follow up data

**May 1, 2009:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum

**May 11, 2009:** Observe note taking implementation  
**Person:** Rosemary Stazak  
**Activity:** Collect final semester/trimester follow up data

**May 30, 2009:** Survey teachers to determine if they feel that the math course is helping students  
**Person:** Edward Garcia  
**Activity:** Collect final semester/trimester follow up data

**Jun 1, 2009:** Write instructions and lesson idea hand-out/ distribute to content area teachers  
**Person:** Sue Sandor and Heather Hobson  
**Activity:** Reading Across the Curriculum

## Parent Involvement

**Jun 5, 2008:** Homework Policy  
**Person:** Teachers  
**Activity:** Classroom policies for parents

**Jun 6, 2008:** Brochures of class  
**Person:** Teachers  
**Activity:** Classroom policies for parents

**Jun 6, 2008:** Supply List  
**Person:** Teachers  
**Activity:** Classroom policies for parents

**Aug 11, 2008:** Coordinate with Ms. Vega  
**Person:** Raquel Morton  
**Activity:** Monthly Meetings

**Aug 11, 2008:** Schedule the meetings  
**Person:** Tonda Poindexter  
**Activity:** Monthly Meetings

**Aug 12, 2008:** Microphone/Movie Screen  
**Person:** Maintenance  
**Activity:** Meeting Set-up

**Aug 12, 2008:** Tables /Chairs/ Signs  
**Person:** Ms. Poindexter  
**Activity:** Meeting Set-up

**Aug 12, 2008:** 7th grade teacher orientation  
**Person:** Ms. Yanders  
**Activity:** Student Orientation

**Aug 13, 2008:** 8th grade teacher orientation  
**Person:** Ms. Yanders  
**Activity:** Student Orientation

**Aug 30, 2008:** Monthly Parent Meeting  
**Person:** Tonda Poindexter  
**Activity:** Monthly Meetings

**Sep 16, 2008:** Microphone/Movie Screen  
**Person:** Maintenance  
**Activity:** Meeting Set-up

**Sep 16, 2008:** Tables /Chairs/ Signs  
**Person:** Ms. Poindexter  
**Activity:** Meeting Set-up

**Sep 16, 2008:** Money Night (Math)  
**Person:** Raquel Morton  
**Activity:** Monthly Meetings

**Oct , 2008:** Microphone/Movie Screen  
**Person:** Maintenance  
**Activity:** Meeting Set-up

**Oct , 2008:** Tables /Chairs/ Signs  
**Person:** Ms. Poindexter  
**Activity:** Meeting Set-up

**Oct 30, 2008:** Monthly Parent Meeting  
**Person:** Tonda Poindexter  
**Activity:** Monthly Meetings

**Nov , 2008:** Microphone/Movie Screen  
**Person:** Maintence  
**Activity:** Meeting Set-up

**Nov , 2008:** Tables /Chairs/ Signs  
**Person:** Ms. Poindexter  
**Activity:** Meeting Set-up

**Nov 30, 2008:** Monthly Parent Meeting  
**Person:** Tonda Poindexter  
**Activity:** Monthly Meetings

**Dec , 2008:** Microphone/Movie Screen  
**Person:** Maintence  
**Activity:** Meeting Set-up

**Dec , 2008:** Tables /Chairs/ Signs  
**Person:** Ms. Poindexter  
**Activity:** Meeting Set-up

**Jan , 2009:** Microphone/Movie Screen  
**Person:** Maintence  
**Activity:** Meeting Set-up

**Jan , 2009:** Tables /Chairs/ Signs  
**Person:** Ms. Poindexter  
**Activity:** Meeting Set-up

**Jan 30, 2009:** Monthly Parent Meeting  
**Person:** Tonda Poindexter  
**Activity:** Monthly Meetings

**Feb , 2009:** Microphone/Movie Screen  
**Person:** Maintence  
**Activity:** Meeting Set-up

**Feb , 2009:** Tables /Chairs/ Signs  
**Person:** Ms. Poindexter  
**Activity:** Meeting Set-up

**Feb 28, 2009:** Monthly Parent Meeting  
**Person:** Tonda Poindexter  
**Activity:** Monthly Meetings

**Mar , 2009:** Microphone/Movie Screen  
**Person:** Maintence  
**Activity:** Meeting Set-up

**Mar , 2009:** Tables /Chairs/ Signs  
**Person:** Ms. Poindexter  
**Activity:** Meeting Set-up

**Mar 30, 2009:** Monthly Parent Meeting

**Person:** Tonda Poindexter

**Activity:** Monthly Meetings

**Apr , 2009:** Microphone/Movie Screen

**Person:** Maintence

**Activity:** Meeting Set-up

**Apr , 2009:** Tables /Chairs/ Signs

**Person:** Ms. Poindexter

**Activity:** Meeting Set-up

**Apr 30, 2009:** Monthly Parent Meeting

**Person:** Tonda Poindexter

**Activity:** Monthly Meetings

**May 3, 2009:** Microphone/Movie Screen

**Person:** Maintence

**Activity:** Meeting Set-up

**May 3, 2009:** Tables /Chairs/ Signs

**Person:** Ms. Poindexter

**Activity:** Meeting Set-up

**May 3, 2009:** Parent University

**Person:** Booster Club

**Activity:** Monthly Meetings

## **Raising Teacher Expectations: The Village Literacy Book Club**

**, 2005:** Collect expulsion data (totals)

**Person:** V. Williams

**Activity:** Collect baseline data

**Jun , 2008:** Collect In-school suspension totals

**Person:** V. Williams

**Activity:** Collect baseline data

**Jun , 2008:** Collect Out of School Suspension totals

**Person:** V. Williams

**Activity:** Collect baseline data

**Sep , 2008:** Distribute and explain book selection

**Person:** L. Yanders

**Activity:** Book Study

**Sep , 2008:** Arrange for refreshments

**Person:** Y. Sanders

**Activity:** Group Reading Activities

**Sep 30, 2008:** Establish reading check points

**Person:** Ms. Sharpiro

**Activity:** Reading Checkpoints/Message Board

**Sep 30, 2008:** NSAI Message Board-online feedback or email communication.

**Person:** Y. Sanders

**Activity:** Reading Checkpoints/Message Board

**Oct , 2008:** Invite district administration

**Person:** L. Yanders

**Activity:** Group Reading Activities

**Nov , 2008:** During professional development day,all teachers will participate in group activity.

**Person:** V. Williams

**Activity:** Book Study

**Nov , 2008:** Book review and activity

**Person:** All teachers

**Activity:** Group Reading Activities

**Jan , 2009:** Collect expulsion totals

**Person:** V. Williams

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

**Jan , 2009:** Collect in-school suspension data

**Person:** V. Williams

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

**Jan , 2009:** Collect out of school suspension totals

**Person:** V. Williams

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

**Jan , 2009:** Arrange for refreshments

**Person:** Y. Sanders

**Activity:** Group Reading Activities

**Feb , 2009:** Book review and activity

**Person:** All teachers

**Activity:** Group Reading Activities

**Feb , 2009:** Invite district administration

**Person:** L. Yanders

**Activity:** Group Reading Activities

## Safe and Disciplined Learning Environment

**May 5, 2008:** Survey Teachers to determine the % of teachers who report that they are observing a decrease in problematic student behavior due to uniforms

**Person:** Mark Grantner

**Activity:** Collect baseline data

**May 19, 2008:** select best quote and present to administration

**Person:** Mark Grantner

**Activity:** Approval of Administration

**May 23, 2008:** send letter to parents explaining cost savings for them by implementing a uniform policy. Also explain safety issue, i.e. its harder to bring weapons or drugs into school if clothes fit correctly. Also explain that a student who is dressed neatly and less

**Person:** Joe Stankovich

**Activity:** explain plan to parents

**May 26, 2008:** schedule uniform fittings on days of registration for new school year. This step will involve office staff and parent liason.

**Person:** Mark Grantner

**Activity:** schedule uniform fittings for beginning of 08/09 school year.

**Aug 15, 2008:** send reminder letter to parents reminding them that students will be fitted and provided uniforms when they register for school.

**Person:**

**Activity:** explain plan to parents

**Aug 19, 2008:** Staff is aware that this course of action is being taken. Now they must be made aware that implementation/success will depend on their vigilance.

**Person:** School principal

**Activity:** Staff update

**Sep 19, 2008:** Reinforce school uniform policy with teachers

**Person:** School principal

**Activity:** Staff update

**Oct 19, 2008:** Reinforce school uniform policy with teachers

**Person:** School principal

**Activity:** Staff update

**Oct 28, 2008:** Attend Conference

**Person:** Selected Staff

**Activity:** Conference- Managing the Angry and Aggressive Student K-12

**Nov 1, 2008:** Share information learned with staff upon return from conference training

**Person:** Selected Staff

**Activity:** Conference- Managing the Angry and Aggressive Student K-12

**Nov 18, 2008:** Attend Conference

**Person:** Selected Staff

**Activity:** Conference- Isabel Burk: Straight Talk About Bullying and Beyond Zero Tolerance

**Nov 19, 2008:** Reinforce school uniform policy with teachers

**Person:** School principal

**Activity:** Staff update

**Nov 30, 2008:** Survey Teachers to determine the % of teachers who report that they are observing a decrease in problematic student behavior due to uniforms

**Person:** Mark Grantner

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

**Dec 1, 2008:** Share information learned with staff upon return from conference training

**Person:** Selected Staff

**Activity:** Conference- Isabel Burk: Straight Talk About Bullying and Beyond Zero Tolerance

**Dec 18, 2008:** Attend Conference

**Person:** Selected Staff

**Activity:** Conference- Creating Optimal Learning Experience for Students through Effective Classroom Management

**Dec 19, 2008:** Reinforce school uniform policy with teachers

**Person:** School principal

**Activity:** Staff update

**Jan 18, 2009:** Share information learned with staff upon return from conference training

**Person:** Selected Staff

**Activity:** Conference- Creating Optimal Learning Experience for Students through Effective Classroom Management

**Jan 19, 2009:** Reinforce school uniform policy with teachers

**Person:** School principal

**Activity:** Staff update

**Feb 19, 2009:** Reinforce school uniform policy with teachers

**Person:** School principal

**Activity:** Staff update

**Mar 19, 2009:** Reinforce school uniform policy with teachers

**Person:** School principal

**Activity:** Staff update

**Mar 20, 2009:** Survey Teachers to determine the % of teachers who report that they are observing a decrease in problematic student behavior due to uniforms

**Person:** Mark Grantner

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

**Apr 19, 2009:** Reinforce school uniform policy with teachers

**Person:** School principal

**Activity:** Staff update

**May 19, 2009:** Reinforce school uniform policy with teachers

**Person:** School principal

**Activity:** Staff update

## Teacher Mentoring Program

**Feb 5, 2008:** give results of participation in mentoring program

**Person:** Task Force

**Activity:** follow up 1

**May , 2008:** research of different surveys

**Person:** Cathy Dillon

**Activity:** initial teacher survey

**Jun , 2008:** get permission for substitutes

**Person:** Angela Cuevas-Montemayor

**Activity:** establish protocol for teacher

**Aug , 2008:** assign topics according to interest

**Person:** Alexis Walker

**Activity:** completing the newsletter submission

**Aug , 2008:** give teachers a simple form that just asks them to plug in pertinent information

**Person:** Alexis Walker

**Activity:** completing the newsletter submission

**Aug , 2008:** specific instruction for contributions

**Person:** Angela Cuevas-Montemayor

**Activity:** establish protocol for teacher

**Aug , 2008:** development of survey

**Person:** Cathy Dillon

**Activity:** initial teacher survey

**Aug , 2008:** create newsletter template

**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt

**Activity:** newsletter creation

**Aug 29, 2008:** gather submitted data/information

**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt

**Activity:** newsletter creation

**Aug 31, 2008:** distribution and calculation of results

**Person:** Cathy Dillon

**Activity:** Collect baseline data

**Aug 31, 2008:** assign topics according to interest

**Person:** Alexis Walker

**Activity:** completing the newsletter submission

- Aug 31, 2008:** give teachers a simple form that just asks them to plug in pertinent information  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission
- Aug 31, 2008:** specific instruction for contributions  
**Person:** Angela Cuevas-Montemayor  
**Activity:** establish protocol for teacher
- Aug 31, 2008:** distribution and calculation of results  
**Person:** Cathy Dillon  
**Activity:** initial teacher survey
- Aug 31, 2008:** send a letter explaining that teachers are not required to find time to complete the activity, substitutes will be provided during one class period.  
**Person:** Alexis Walker  
**Activity:** respecting everybody's time
- Sep , 2008:** introduce the strategy and go through the steps  
**Person:** Task Force  
**Activity:** explaining the program
- Sep 6, 2008:** team evaluates results of survey to see how each teacher's strengths can best be utilized  
**Person:** Task Force  
**Activity:** Collect baseline data
- Sep 28, 2008:** assign topics according to interest  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission
- Sep 28, 2008:** give teachers a simple form that just asks them to plug in pertinent information  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission
- Sep 28, 2008:** specific instruction for contributions  
**Person:** Angela Cuevas-Montemayor  
**Activity:** establish protocol for teacher
- Sep 28, 2008:** publish and distribute  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation
- Oct 3, 2008:** gather submitted data/information  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation
- Oct 26, 2008:** assign topics according to interest  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission
- Oct 26, 2008:** give teachers a simple form that just asks them to plug in pertinent information  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission
- Oct 26, 2008:** specific instruction for contributions  
**Person:** Angela Cuevas-Montemayor  
**Activity:** establish protocol for teacher
- Oct 26, 2008:** publish and distribute  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Oct 31, 2008:** gather submitted data/information  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Nov 23, 2008:** assign topics according to interest  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Nov 23, 2008:** give teachers a simple form that just asks them to plug in pertinent information  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Nov 23, 2008:** specific instruction for contributions  
**Person:** Angela Cuevas-Montemayor  
**Activity:** establish protocol for teacher

**Nov 23, 2008:** publish and distribute  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Dec 4, 2008:** gather submitted data/information  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Dec 28, 2008:** assign topics according to interest  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Dec 28, 2008:** give teachers a simple form that just asks them to plug in pertinent information  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Dec 28, 2008:** specific instruction for contributions  
**Person:** Angela Cuevas-Montemayor  
**Activity:** establish protocol for teacher

**Dec 28, 2008:** publish and distribute  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Jan 2, 2009:** gather submitted data/information  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Jan 25, 2009:** assign topics according to interest  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Jan 25, 2009:** give teachers a simple form that just asks them to plug in pertinent information  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Jan 25, 2009:** specific instruction for contributions  
**Person:** Angela Cuevas-Montemayor  
**Activity:** establish protocol for teacher

**Jan 25, 2009:** publish and distribute  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Jan 30, 2009:** gather submitted data/information  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Feb 4, 2009:** distribution and calculation of results  
**Person:** Cathy Dillon  
**Activity:** Collect first semester/trimester follow up data

**Feb 11, 2009:** team evaluates how teacher tasks can be reassigned as needed  
**Person:** Task Force  
**Activity:** Collect first semester/trimester follow up data

**Mar 1, 2009:** assign topics according to interest  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Mar 1, 2009:** give teachers a simple form that just asks them to plug in pertinent information  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Mar 1, 2009:** specific instruction for contributions  
**Person:** Angela Cuevas-Montemayor  
**Activity:** establish protocol for teacher

**Mar 1, 2009:** publish and distribute  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Mar 29, 2009:** assign topics according to interest  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Mar 29, 2009:** give teachers a simple form that just asks them to plug in pertinent information  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Mar 29, 2009:** specific instruction for contributions  
**Person:** Angela Cuevas-Montemayor  
**Activity:** establish protocol for teacher

**Mar 29, 2009:** publish and distribute  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Apr 3, 2009:** gather submitted data/information  
**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt  
**Activity:** newsletter creation

**Apr 26, 2009:** assign topics according to interest  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Apr 26, 2009:** give teachers a simple form that just asks them to plug in pertinent information  
**Person:** Alexis Walker  
**Activity:** completing the newsletter submission

**Apr 26, 2009:** specific instruction for contributions  
**Person:** Angela Cuevas-Montemayor  
**Activity:** establish protocol for teacher

**Apr 26, 2009:** publish and distribute

**Person:** Angela Cuevas-Montemayor and Shevonne Pruitt

**Activity:** newsletter creation

**May , 2009:** distribution and calculation of results

**Person:** Cathy Dillon

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

**May , 2009:** give year-end results of participation in mentoring program

**Person:** Task Force

**Activity:** follow-up 2

**Jun , 2009:** team evaluates how and if the teacher mentoring program can be used during the 2009-10 school year

**Person:** Task Force

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

## Continuous Improvement Timeline

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

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