

# **School Improvement Plan - 2010-2011**

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## **Arsenal Tech - Creative Expression (5469-CE)**

**Arsenal Technical High School**

**Indianapolis, 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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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 8
- Strategies . . . . . 11
- Strategy Data . . . . . 15
- To-Do List . . . . . 17
- Professional Development Summary . . . . . 32
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 44
- Force Field Excerpt . . . . . 49
- Continuous Improvement Timeline . . . . . 50

# School Improvement Plan Introduction

Arsenal Tech - Creative Expression

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

## **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.

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

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Nancy Fowlkes - Teacher
- Josette Jackson - Parent/Guardian
- William Jensen - Administrator
- Vicki Martich - School Counselor
- Marla Short - Teacher
- JC Trombley - Community Representative (Business)

## Strategy Chairs

- Nancy Fowlkes
- William Jensen
- Vicki Martich

## Community Council

- Sara Belcher - school
- Cheryl Hall-Russell - parent/community
- Josette Jackson - Spl Ed parent/community
- Michelle Kortepeter - parent, gr 9 white, title1, 2children one M one F
- Nanci Lacy - community
- Willard Litz - community
- Charles Musser - title 1 parent, caus, gr12, female
- Marla Short - school
- Carla Smock - youth based services

- JC Trombley - business
- Paul Williams - community
- Amanda Woenkhaus - youth based community

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. 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 in order to achieve at a rigorous level. The third part of the vision statement describes 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:**

Enter core convictions here 1. a safe productive learning environment. 2. equal opportunity to achieve and excel. 3. equal access to technology and resources. 4. teachers who are highly qualified and prepared to teach everyday. 5. an administration that is qualified to make reasonable policies that put students first. 6. buildings that are clean, comfortable and up to date. 7. a curriculum that is relevant, rigorous, and interesting. 8. encouragement and support.

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

Enter behaviors and attitudes of adults living by core convictions here 1. willing and able to put needs and welfare of students ahead of their own. 2. willing and able to work hard to plan powerful, meaningful and relevant lessons. 3. willing and able to return graded work to students in a timely manner. 4. willing and able to work with troubled youth patiently and with an eye on solving problems rather than passing problems on to others. 5. caring and compassionate 6. able to exhibit "tough love."

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

Enter attitudes, behaviors, and choices of students living in an environment in which adults live by core convictions 1. will work to develop resiliency so as not to give up when school gets difficult. 2. will attend school everyday. 3. will come to class prepared with homework, supplies, textbook, and a positive attitude. 4. will avoid the petty disturbances that so often disrupt the learning environment. 5. will get involved in extra-curricular activities to help enrich their school lives. 6. will involve their parents by encouraging them to come to meetings and bringing home all school correspondence.

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

- % of students who pass the English 10 ECA: 100%
- % of students who pass the Algebra 1 ECA: 100%
- % of students who are reading at grade level or above on SRI: 100%

# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

## Academy of Creative Expression English grade 10 students - % passing the English 10 ECA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				40%		55%		65%		75%		100%

## Academy of Creative Expression students enrolled in Algebra 1 - % passing the Algebra 1 ECA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			21%	21%		31%		41%		51%		100%

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

**We are concerned that... Parent Involvement**

**We are concerned that... Educator Training**

**We are concerned that... Curriculum Mapping (Year 3 of District Improvement only)**

**We are concerned that... Parent Information Resource Center Website**

**We are concerned that... Encourage Rigorous Curriculum**

**We are concerned that... Focused Academic Area**

**We are concerned that... Instruction by Highly Qualified Teachers**

**We are concerned that... Attracting Highly Qualified Teachers**

**We are concerned that... Parent Notice - Assessment Results**

**We are concerned that... School-Parent Involvement Policy**

**We are concerned that... Parent Right-to-Know Letter - Qualifications**

**We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher**

**We are concerned that... School-Parent Compact**

**We are concerned that... Annual Parent Meeting**

**We are concerned that... Focused Student Group**

**We are concerned that... Timely Additional Assistance**

**We are concerned that... Attendance is impeding student achievement.**

The highest performing students have an attendance rate exceeding 98%. The lowest performing students have an attendance rate below 90%. There are a high percentage of failing grades due to 15 or more days absent. Better attendance would raise student achievement

**We are concerned that... Teachers do not provide consistent instruction at the evaluation, application., synthesis, analysis & evaluation levels.**

\*Expectations for students are mostly at the knowledge and/or comprehension levels. \*Teachers expectations for students do not include quality instruction. \*Teachers (1/4 of them) don't know if they cover all the Indiana standards at higher levels of instruction. \*Lack of evidence that data is informing and driving the decision making process to identify and monitor strategies to improve student achievement.

**We are concerned that... Teachers are not providing quality integrated reading and writing instruction.**

\*Teachers do not regularly integrate reading and writing strategies in daily lessons. \*Reading and writing are taught as separate strategies. \*Teachers do not have adequate PD training to successfully integrate reading and writing strategies.

**We are concerned that... Teachers are not providing effective Reading/Language Arts interventions for striving readers.**

\*Interventions provided for striving readers have not moved student achievement to higher levels \*Teachers do not been trained to effectively provide appropriate interventions for striving readers.

**We are concerned that... Teachers do not take students' cultural needs into consideration when designing lessons.**

\*Students (37%) feel that their teachers do not talk about the things they like and do not relate to the students' personal interests. \*Community members (50%) feel that teachers do not use teaching methods that match the learning styles of their students. \*Teachers need PD to build their capacity to implement culturally responsive pedagogy supported by effective student engagement and teacher-student relationships.

**We are concerned that... Instruction for special needs students is not appropriate.**

\*Teachers are not following the IEP's because the quality of the IEP's written is below the standards that are educationally sound. \*Teachers are more focused on compliance issues with the IEP rather than mastery and improvement of instruction. \*We are fighting a culture of low expectations for our students. \*We are weak in the way our spending decisions are made to maximize/optimize the value of all students.

**We are concerned that... Schools do not adequately address enrollment / performance issues in honors, honors plus, AP, IB, DC courses.**

\*Low percentages of our students are not taking AP or Honors courses \*Students are not encouraged to take these courses at earlier grades.

**We are concerned that... Students do not receive timely feedback on classroom assessments.**

\*Students (1/3 surveyed) indicated that teachers do not provide feedback on instructional data regarding their progress. \*Half of the students, parents, community and faculty don't know if the report card grades reflect the degree to which students have learned the Indiana Standards. \*Lack of evidence that data is informing and driving instructional improvement.

## **Required Areas of Concern**

# Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Local Strategies

### Administrator Walkthrough

The administrator will conduct "walk throughs" with each teacher at least once a week during which the administrator will look for the following: student orientation to work, curriculum decisions, delivery of instruction, appropriate materials on walls, teacher expectations (TESA), cultural competencies and health/safety issues. The principal will provide mentoring to teachers as needed.

**Impact Level:** High Impact - Inside

**Focus:** General

### Attendance

After morning attendance is taken for periods 1 and 2 a team of staff members including the Academic Dean, Social Worker, Teaching Assistant, and the Counselor and perhaps any available staff members will call home to check on absent students. After five phone contacts a letter is also sent home explaining a student missing more than 8 days will receive an "F" for the course. On the eighth absence another letter is sent plus the Social worker and the academic dean and teacher place students on an attendance contract. Contracts are signed by parent, student and dean. After 15 days and beyond of absence students are placed in study hall where they can work their way into receiving class credit by completing all make up all work "credit recovery", but they can not re-enter the class. We will continue "ACE Rewards Day" an incentive program started four years ago that rewards different "positive" behaviors that we are seeking to promote: good attendance, being on time to class, respectful behavior in class, and achieving satisfactory grades.

**Impact Level:** High Impact - Outside

**Focus:** General

### Benchmark & End of Semester Assessments

Teachers will: 1) follow the IPS pacing/consensus maps for Math, Science, and Social Studies and the Language Arts, 2) implement benchmark assessments in Math, Language Arts, Science, and Social Studies, and 3) implement end-of-semester assessments in Math, Language Arts, Science, and Social Studies.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Cultural Competency

Teachers will incorporate the IPS Culture Imperatives into their classroom instruction and management throughout the school year and participate in a small-school networking event where each teacher will share the methods they used for incorporating the culture imperatives into their practice to their colleagues.

**Impact Level:** High Impact - Inside

**Focus:** General

### **Encourage Rigorous Curriculum: Core 40 Enrollment**

Counselors in the small school will ensure that all grade nine students are enrolled in Core 40 classes (unless their IEPs require otherwise).

**Impact Level:** High Impact - Outside

**Focus:** General

### **Encourage Rigorous Curriculum: Curriculum Mapping**

Teachers in the small school will use the Rubicon Atlas software to develop individual maps in ELA, Math, Soc. Stu., Art, Music and PE for the school year.

**Impact Level:** High Impact - Inside

**Focus:** General

### **Focused Academic Area: Algebra Instruction**

Algebra teachers will use results from district scrimmages, benchmark tests and teacher made test to identify standards to focus additional instruction for student understanding. Low performing students will receive additional instruction through learning centers and math labs being taught by highly qualified teachers.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Focused Academic Area: Literacy In the Content Area**

: Teachers of all content areas will implement literacy strategies in their classrooms that are specific for their content area. These strategies will be learned during training provided by the District Content Directors and Coaches.

**Impact Level:** High Impact - Inside

**Focus:** General

### **Focused Academic Area: Reading Across the Curriculum**

ACE Academy will implement reading comprehension activities across the curriculum. These comprehension activities will include short readings with comprehension questions focusing on main ideas, understanding details, and inferences. Student progress will be monitored through the SRI test administered three times a year. In addition ACE Academy will work provide professional development for all teachers focusing on basic reading skills.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Focused Academic Area: Writing**

ACE Academy will implement required essay writings in English 10 classes. A minimum of 3 essay writing will be assigned by English 10 teachers and will be evaluated by the PLC team.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Focused Student Group: Low Achieving Students**

Teachers will use district scrimmages, benchmark, and teacher made tests to identify students who need additional support. Identified students will be assigned to learning centers, Math labs using "Plato" software, Language labs or similar scheduled classes taught by highly qualified teachers.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

Special needs students will be correctly scheduled in a class with appropriate level of support per their IEP in a timely manner. These students will also have a resource class for English and Math class taught by a highly qualified teacher.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Learning Centers**

Students who fail two or more core classes will be enrolled in a learning center scheduled class taught by highly qualified teachers. Instruction will focus on credit recovery, course completion and high stakes test readiness. Teachers in the small schools will provide documentation of standards that have not been mastered for the Learning Center teacher.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **Parent Involvement: Parent-in-Touch Day**

Small schools will conduct a Parent-in-Touch Day, in partnership with the district, during which parents will come to school to 1) pick up their child's report card, and 2) discuss their child's academic growth.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **Parent Notice - Assessment Results**

Classroom teachers in the small school will continue to send home weekly progress reports, midterm grades, and report cards to inform parents of their child's academic progress. In addition, standardized test scores will be sent home in a timely manner throughout the school year.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **Parent Phone Contact Logs**

Parent Phone Contact Logs will be kept by all staff throughout the year. This will ensure that contact is being made.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **Promoting Enrollment and Performance in College Level Courses.**

As a small school we will actively recruit students in the spring for the upcoming school year to be enrolled in high rigor classes. Students showing a level of success (e.g. earning a B in English) will be counseled and encouraged to take College Level Courses. Some students who show academic potential, but for some reason (attendance, discipline, etc.) are not producing high grades will also be counseled, encouraged, and scheduled into College Level Courses. Test scores, grades, and teacher recommendations will be used to determine eligibility.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **Promoting Enrollment and Performance in the Honors Plus and Honors Courses**

As a small school we will actively recruit students in the spring for the upcoming school year to be enrolled in high rigor classes. Students showing a level of success (e.g. a B in English) will be counseled and encouraged to take Honors or AP classes. Some students who show academic potential, but for some reason (attendance, discipline, etc.) are not producing high grades will also be counseled, encouraged, and scheduled into high level classes. Test scores, grades, and teacher recommendations will be used to determine eligibility.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **Student Graduation Plan**

The small school will require all students in grades 7-12 to complete the grade level addendum for the Graduation Plan each year. As appropriate, the plans will include honors, honors plus, AP, IB and/or DC courses.

**Impact Level:** High Impact - Outside

**Focus:** General

#### **Teacher Expectations and Student Achievement (TESA)**

Using the TESA model, teachers will become sensitized to their achievement expectations of all students and interact with students on a more equitable basis with an emphasis on involving perceived low and perceived high achievers in the teaching and learning process throughout the school year.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **Timely Additional Assistance: 9th Grade Tutoring**

ACE Academy will offer tutoring to 9th grade students twice per week. Tutoring will take place on Tuesday and Thursday during the school day and after school. The types of tutoring offered to students will be Peer Tutoring, Adult Tutoring, and Teacher Mentoring for students.

**Impact Level:** High Impact - Inside

**Focus:** General

**Timely Additional Assistance: Language Lab**

Students who struggle in English / Language Arts will participate in a Language Arts Lab course that individualizes instruction based on student ability level. Small schools will identify potential participants for this lab.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**Timely Additional Assistance: Math Lab**

Students who struggle in Algebra I will participate in a Math lab course that re-teaches the diagnostic Algebra curriculum a week later using Plato software and alternative classroom techniques. Small schools will identify potential participants for this lab.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**Timely Additional Assistance: Remediation Plan**

The small school will: 1) run reports using the IPS Data Warehouse for each child after each benchmark scrimmage and ISTEP assessment, 2) provide each student with immediate feedback after each assessment, and 3) provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessment, and/or the End-of-Semester assessments place them in the "yellow group" or "red group." Students in the "yellow group" will receive 30 minutes of individualized intervention daily while students in the "red group" will receive 40-60 minutes of individualized instruction daily.

**Impact Level:** High Impact - Inside

**Focus:** Specific

# Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

## Local Strategies

### Administrator Walkthrough

% of teachers who demonstrate 85% or more of the walkthrough items on the Walkthrough Feedback Form

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	75%		100%	

### Focused Academic Area: Algebra Instruction

% of teachers observed utilizing alternative instruction.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

% of teachers who turn in lesson plans indicating alternative instruction use.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

### Focused Academic Area: Reading Across the Curriculum

% of content-area teachers who implement reading comprehension activities weekly

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

**Focused Academic Area: Writing**

% of teachers who contribute (in a meaningful way) to the collaborative evaluation of student work.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

## Administrator Walkthrough

**Apr 1, 2010:** Collect baseline data: % of teachers who demonstrate 85% or more of the walkthrough items on the Walkthrough Feedback Form **Person:** William Jensen

**Aug 15, 2010:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**Aug 15, 2010:** Weekly Administrator Walkthroughs **Person:** William Jensen

**Sep 15, 2010:** walkthrough summary sheet submitted to Campus Administrator **Person:** William Jensen

**Sep 15, 2010:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**Sep 15, 2010:** Weekly Administrator Walkthroughs **Person:** William Jensen

**Oct 15, 2010:** walkthrough summary sheet submitted to Campus Administrator **Person:** William Jensen

**Oct 15, 2010:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**Oct 15, 2010:** Weekly Administrator Walkthroughs **Person:** William Jensen

**Nov 15, 2010:** walkthrough summary sheet submitted to Campus Administrator **Person:** William Jensen

**Nov 15, 2010:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**Nov 15, 2010:** Weekly Administrator Walkthroughs **Person:** William Jensen

**Nov 30, 2010:** Collect fall data: % of teachers who demonstrate 85% or more of the walkthrough items on the Walkthrough Feedback Form **Person:** William Jensen

**Dec 15, 2010:** walkthrough summary sheet submitted to Campus Administrator **Person:** William Jensen

**Dec 15, 2010:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**Dec 15, 2010:** Weekly Administrator Walkthroughs **Person:** William Jensen

**Jan 15, 2011:** walkthrough summary sheet submitted to Campus Administrator **Person:** William Jensen

**Jan 15, 2011:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**Jan 15, 2011:** Weekly Administrator Walkthroughs **Person:** William Jensen

**Feb 15, 2011:** walkthrough summary sheet submitted to Campus Administrator **Person:** William Jensen

**Feb 15, 2011:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**Feb 15, 2011:** Weekly Administrator Walkthroughs **Person:** William Jensen

**Mar 15, 2011:** walkthrough summary sheet submitted to Campus Administrator **Person:** William Jensen

**Mar 15, 2011:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**Mar 15, 2011:** Weekly Administrator Walkthroughs **Person:** William Jensen

**Apr 15, 2011:** walkthrough summary sheet submitted to Campus Administrator **Person:** William Jensen

**Apr 15, 2011:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**Apr 15, 2011:** Weekly Administrator Walkthroughs **Person:** William Jensen

**May 1, 2011:** Collect spring data: % of teachers who demonstrate 85% or more of the walkthrough items on the Walkthrough Feedback Form **Person:** William Jensen

**May 15, 2011:** walkthrough summary sheet submitted to Campus Administrator **Person:** William Jensen

**May 15, 2011:** Weekly Administrator Walkthrough Follow-ups **Person:** William Jensen

**May 15, 2011:** Weekly Administrator Walkthroughs **Person:** William Jensen

## Attendance

**Jul 1, 2010:** Create "Parent Contact" log **Person:** William Jensen

**Aug 15, 2010:** Appoint an attendance committee responsible for calling & tracking student absences **Person:** William Jensen

**Aug 15, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Aug 22, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Aug 29, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Aug 30, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Sep 5, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Sep 6, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Sep 12, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Sep 13, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Sep 19, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Sep 20, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Sep 26, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Sep 27, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Oct 3, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Oct 4, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Oct 10, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Oct 11, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Oct 15, 2010:** Identify students to be rewarded for good attendance as determined by the committee **Person:** William Jensen

**Oct 17, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Oct 18, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Oct 24, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Oct 25, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Oct 31, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Nov 1, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Nov 7, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Nov 8, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Nov 14, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Nov 15, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Nov 21, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Nov 22, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Nov 28, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Nov 29, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Dec 1, 2010:** Identify students to be rewarded for good attendance as determined by the committee **Person:** William Jensen

**Dec 5, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Dec 6, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Dec 10, 2010:** Contact students and parents concerning recognition of award winning attendance **Person:** William Jensen

**Dec 12, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Dec 13, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Dec 19, 2010:** "Young Aces Reward Day" **Person:** William Jensen

**Dec 19, 2010:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Dec 20, 2010:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Jan 9, 2011:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen

**Jan 10, 2011:** "Parent Contact" log binder turned in to campus administrator **Person:** William Jensen

**Jan 16, 2011:** Follow Tech Campus attendance policy and use "Parent Contact" log used with absent students daily **Person:** William Jensen



May 30, 2011: "Young Aces Reward Day" **Person:** William Jensen

## Benchmark & End of Semester Assessments

**Sep 1, 2010:** Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth  
**Person:** William Jensen

**Sep 1, 2010:** Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** William Jensen

**Sep 1, 2010:** Identify non-mastered standards and indicators (b-weekly) **Person:** William Jensen

**Sep 1, 2010:** Use diagnostic data to drive instruction **Person:** William Jensen

**Oct 1, 2010:** Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth  
**Person:** William Jensen

**Oct 1, 2010:** Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #1 and #3 test results **Person:** William Jensen

**Oct 1, 2010:** Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** William Jensen

**Oct 1, 2010:** Identify non-mastered standards and indicators (b-weekly) **Person:** William Jensen

**Oct 1, 2010:** Use diagnostic data to drive instruction **Person:** William Jensen

**Nov 1, 2010:** Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth  
**Person:** William Jensen

**Nov 1, 2010:** Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** William Jensen

**Nov 1, 2010:** Identify non-mastered standards and indicators (b-weekly) **Person:** William Jensen

**Nov 1, 2010:** Use diagnostic data to drive instruction **Person:** William Jensen

**Dec 1, 2010:** Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth  
**Person:** William Jensen

**Dec 1, 2010:** Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #2 and #4 test results **Person:** William Jensen

**Dec 1, 2010:** Develop Intervention activities of non-mastered indicators on End of Semester Assessments test results (high school)  
**Person:** William Jensen

**Dec 1, 2010:** Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** William Jensen

**Dec 1, 2010:** Identify non-mastered standards and indicators (b-weekly) **Person:** William Jensen

**Dec 1, 2010:** Use diagnostic data to drive instruction **Person:** William Jensen

**Jan 1, 2011:** Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth  
**Person:** William Jensen

**Jan 1, 2011:** Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** William Jensen

**Jan 1, 2011:** Identify non-mastered standards and indicators (b-weekly) **Person:** William Jensen

**Jan 1, 2011:** Make a resource binder of intervention activities used to address Acuity/Benchmark assessments **Person:** William Jensen

**Jan 1, 2011:** Use diagnostic data to drive instruction **Person:** William Jensen

**Feb 1, 2011:** Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth  
**Person:** William Jensen

**Feb 1, 2011:** Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** William Jensen

**Feb 1, 2011:** Identify non-mastered standards and indicators (b-weekly) **Person:** William Jensen

**Feb 1, 2011:** Use diagnostic data to drive instruction **Person:** William Jensen

**Mar 1, 2011:** Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth  
**Person:** William Jensen

**Mar 1, 2011:** Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #1 and #3 test results **Person:** William Jensen

**Mar 1, 2011:** Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** William Jensen

**Mar 1, 2011:** Identify non-mastered standards and indicators (b-weekly) **Person:** William Jensen

**Mar 1, 2011:** Use diagnostic data to drive instruction **Person:** William Jensen

**Apr 1, 2011:** Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth  
**Person:** William Jensen

**Apr 1, 2011:** Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #2 and #4 test results **Person:** William Jensen

**Apr 1, 2011:** Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** William Jensen

**Apr 1, 2011:** Identify non-mastered standards and indicators (b-weekly) **Person:** William Jensen

**Apr 1, 2011:** Use diagnostic data to drive instruction **Person:** William Jensen

**May 1, 2011:** Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth  
**Person:** William Jensen

**May 1, 2011:** Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** William Jensen

**May 1, 2011:** Identify non-mastered standards and indicators (b-weekly) **Person:** William Jensen

**May 1, 2011:** Make a resource binder of intervention activities used to address Acuity/Benchmark assessments **Person:** William Jensen

**May 1, 2011:** Use diagnostic data to drive instruction **Person:** William Jensen

## Cultural Competency

**Aug 2, 2010:** Attend a workshop presentation on the Historic Journey DVD Project lessons **Person:** OME

**Aug 2, 2010:** BUILD AWARENESS **Person:** OME

**Aug 30, 2010:** 1. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** OME

**Aug 30, 2010:** Assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** oem

**Aug 30, 2010:** IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** William Jensen

**Aug 30, 2010:** Implement the DISTRICT-wide Cultural Competency Action Plan (D-CAAP) **Person:** William Jensen

**Aug 30, 2010:** PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST **Person:** ome

**Aug 30, 2010:** Self-Assessment checklist of procedures **Person:** ome

**Aug 30, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Aug 30, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Sep 5, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Sep 6, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Sep 6, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Sep 12, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Sep 13, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Sep 13, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Sep 19, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Sep 20, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Sep 20, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Sep 26, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Sep 27, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Sep 27, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Sep 30, 2010:** 1. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** OME

**Sep 30, 2010:** assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** William Jensen

**Sep 30, 2010:** IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** William Jensen

**Sep 30, 2010:** Learn how to take the IDI results to improve instruction in the classroom **Person:** William Jensen

**Sep 30, 2010:** MEDIA OFFERINGS (TV PROGRAMMING) **Person:** William Jensen

**Sep 30, 2010:** PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST **Person:** ome

**Sep 30, 2010:** SELECTED DIVERSITY CADRE MEMBERS ATTEND CADRE MEETINGS **Person:** William Jensen

**Sep 30, 2010:** USE PLC time to read/ discuss building cultural proficiency **Person:** William Jensen

**Oct 3, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Oct 4, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Oct 4, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Oct 10, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Oct 11, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Oct 11, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Oct 17, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Oct 18, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Oct 18, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Oct 24, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Oct 25, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Oct 25, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Oct 30, 2010:** 1. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** OME

**Oct 30, 2010:** assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** William Jensen

**Oct 30, 2010:** Community Council **Person:** William Jensen

**Oct 30, 2010:** Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** William Jensen

**Oct 30, 2010:** IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** William Jensen

**Oct 30, 2010:** Intercultural Development Inventory (IDI) instrument t **Person:** OME

**Oct 30, 2010:** MEDIA OFFERINGS (TV PROGRAMMING **Person:** William Jensen

**Oct 30, 2010:** PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST **Person:** ome

**Oct 30, 2010:** SELECTED DIVERSITY CADRE MEMBERS ATTEND CADRE MEETINGS **Person:** William Jensen

**Oct 30, 2010:** USE PLC time to read/ discuss building cultural proficiency **Person:** William Jensen

**Oct 30, 2010:** YOUTH COUNCIL MEETS **Person:** William Jensen

**Oct 31, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Nov 1, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Nov 1, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Nov 7, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Nov 8, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Nov 8, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Nov 14, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Nov 15, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Nov 15, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Nov 21, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Nov 22, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Nov 22, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Nov 28, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Nov 29, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Nov 29, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Nov 30, 2010:** 1. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** OME

**Nov 30, 2010:** assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** William Jensen

**Nov 30, 2010:** Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** William Jensen

**Nov 30, 2010:** IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** William Jensen

**Nov 30, 2010:** MEDIA OFFERINGS (TV PROGRAMMING **Person:** William Jensen

**Nov 30, 2010:** PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST **Person:** ome

**Nov 30, 2010:** SELECTED DIVERSITY CADRE MEMBERS ATTEND CADRE MEETINGS **Person:** William Jensen

**Nov 30, 2010:** USE PLC time to read/ discuss building cultural proficiency **Person:** William Jensen

**Dec 5, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Dec 6, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Dec 6, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Dec 12, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Dec 13, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Dec 13, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Dec 19, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Dec 20, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Dec 20, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Dec 26, 2010:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Dec 27, 2010:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Dec 27, 2010:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Dec 30, 2010:** 1. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** OME

**Dec 30, 2010:** assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** William Jensen

**Dec 30, 2010:** Develop a SCHOOL-wide Cultural Competency Action Plan (S-CCAP) based on goals to infuse culturally relevant components as an integral part of the School Improvement Plan **Person:** William Jensen

**Dec 30, 2010:** Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** William Jensen

**Dec 30, 2010:** IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** William Jensen

**Dec 30, 2010:** MEDIA OFFERINGS (TV PROGRAMMING **Person:** William Jensen

**Dec 30, 2010:** PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST **Person:** ome

**Dec 30, 2010:** SELECTED DIVERSITY CADRE MEMBERS ATTEND CADRE MEETINGS **Person:** William Jensen

**Dec 30, 2010:** USE PLC time to read/ discuss building cultural proficiency **Person:** William Jensen

**Jan 1, 2011:** Community Council **Person:** William Jensen

**Jan 1, 2011:** YOUTH COUNCIL MEETS **Person:** William Jensen

**Jan 2, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Jan 3, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Jan 3, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Jan 9, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Jan 10, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Jan 10, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Jan 16, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Jan 17, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Jan 17, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Jan 18, 2011:** VIEWING of THE MLK COMMEMORATION TELEVISED PROGRAM **Person:** William Jensen

**Jan 23, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Jan 24, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Jan 24, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Jan 30, 2011:** 1. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** OME

**Jan 30, 2011:** assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** William Jensen

**Jan 30, 2011:** Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** William Jensen

**Jan 30, 2011:** IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** William Jensen

**Jan 30, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Jan 30, 2011:** MEDIA OFFERINGS (TV PROGRAMMING **Person:** William Jensen

**Jan 30, 2011:** PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST **Person:** ome

**Jan 30, 2011:** SELECTED DIVERSITY CADRE MEMBERS ATTEND CADRE MEETINGS **Person:** William Jensen

**Jan 30, 2011:** USE PLC time to read/ discuss building cultural proficiency **Person:** William Jensen

**Jan 31, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Jan 31, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Feb 6, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Feb 7, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Feb 7, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Feb 13, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Feb 14, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Feb 14, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Feb 20, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Feb 21, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Feb 21, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Feb 27, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Feb 28, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Feb 28, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Feb 28, 2011:** YOUTH SUMMIT **Person:**

**Mar 2, 2011:** 1. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** OME

**Mar 2, 2011:** assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** William Jensen

**Mar 2, 2011:** Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** William Jensen

**Mar 2, 2011:** IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** William Jensen

**Mar 2, 2011:** MEDIA OFFERINGS (TV PROGRAMMING **Person:** William Jensen

**Mar 2, 2011:** PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST **Person:** ome

**Mar 2, 2011:** SELECTED DIVERSITY CADRE MEMBERS ATTEND CADRE MEETINGS **Person:** William Jensen

**Mar 2, 2011:** USE PLC time to read/ discuss building cultural proficiency **Person:** William Jensen

**Mar 5, 2011:** Community Council **Person:** William Jensen

**Mar 5, 2011:** YOUTH COUNCIL MEETS **Person:** William Jensen

**Mar 6, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Mar 7, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Mar 7, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Mar 13, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Mar 14, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Mar 14, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Mar 20, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Mar 21, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Mar 21, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Mar 27, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Mar 28, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Mar 28, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Mar 30, 2011:** USE CULTURALLY COMPETENCY WEBSITE / TOOLKIT **Person:** William Jensen

**Apr 2, 2011:** 1. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** OME

**Apr 2, 2011:** assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** William Jensen

**Apr 2, 2011:** Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** William Jensen

**Apr 2, 2011:** IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** William Jensen

**Apr 2, 2011:** MEDIA OFFERINGS (TV PROGRAMMING **Person:** William Jensen

**Apr 2, 2011:** PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST **Person:** ome

**Apr 2, 2011:** SELECTED DIVERSITY CADRE MEMBERS ATTEND CADRE MEETINGS **Person:** William Jensen

**Apr 2, 2011:** USE PLC time to read/ discuss building cultural proficiency **Person:** William Jensen

**Apr 3, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Apr 4, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Apr 4, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Apr 10, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Apr 11, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Apr 11, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Apr 17, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Apr 18, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Apr 18, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Apr 24, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**Apr 25, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**Apr 25, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**Apr 30, 2011:** MULTICLUTURAL INFUSION CONFERENCE **Person:** William Jensen

**Apr 30, 2011:** USE CULTURALLY COMPETENCY WEBSITE / TOOLKIT **Person:** William Jensen

**May 1, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**May 2, 2011:** 1. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** OME

**May 2, 2011:** assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** William Jensen

**May 2, 2011:** Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** William Jensen

**May 2, 2011:** IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** William Jensen

**May 2, 2011:** MEDIA OFFERINGS (TV PROGRAMMING **Person:** William Jensen

**May 2, 2011:** PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST **Person:** ome

**May 2, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**May 2, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**May 7, 2011:** Community Council **Person:** William Jensen

**May 7, 2011:** YOUTH COUNCIL MEETS **Person:** William Jensen

**May 8, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**May 9, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**May 9, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**May 15, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**May 16, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**May 16, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**May 22, 2011:** Incorporate The Historic Journey DVD Project as an example of standards-based lessons that are culturally relevant to students and can be infused into cross-curricular subject areas. **Person:** William Jensen

**May 23, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**May 23, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

**May 30, 2011:** Participate in scheduled activities at the IPS Multicultural Festival **Person:** William Jensen

**May 30, 2011:** Utilize the PD materials of culturally relevant practices located in special section of Media Ctr. **Person:** William Jensen

**May 30, 2011:** USE CULTURALLY COMPETENCY WEBSITE / TOOLKIT **Person:** William Jensen

**May 30, 2011:** USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** William Jensen

## Encourage Rigorous Curriculum: Curriculum Mapping

**Sep , 2010:** Visual Arts Curriculum Map Training **Person:** Visual Arts Teachers

**Sep 17, 2010:** Content Area Curriculum Map Workshops **Person:** Teachers

**Sep 17, 2010:** Voluntary Mapping Workshops **Person:** Teachers

**Sep 30, 2010:** Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** William Jensen

**Sep 30, 2010:** Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** William Jensen

**Sep 30, 2010:** Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** William Jensen

**Oct , 2010:** Social Studies Curriculum Map Training **Person:** Social Studies Teachers

**Oct 17, 2010:** Content Area Curriculum Map Workshops **Person:** Teachers

**Oct 17, 2010:** Voluntary Mapping Workshops **Person:** Teachers

**Oct 30, 2010:** Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** William Jensen

**Oct 30, 2010:** Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** William Jensen

**Oct 30, 2010:** Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** William Jensen

**Nov , 2010:** Vocal Music Curriculum Map Training **Person:** Vocal Music Teachers  
**Nov 17, 2010:** Content Area Curriculum Map Workshops **Person:** Teachers  
**Nov 17, 2010:** Voluntary Mapping Workshops **Person:** Teachers  
**Nov 30, 2010:** Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** William Jenson  
**Nov 30, 2010:** Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** William Jenson  
**Nov 30, 2010:** Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** William Jenson  
**Dec 17, 2010:** Content Area Curriculum Map Workshops **Person:** Teachers  
**Dec 17, 2010:** Voluntary Mapping Workshops **Person:** Teachers  
**Dec 30, 2010:** Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** William Jenson  
**Dec 30, 2010:** Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** William Jenson  
**Dec 30, 2010:** Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** William Jenson  
**Jan 17, 2011:** Content Area Curriculum Map Workshops **Person:** Teachers  
**Jan 17, 2011:** Voluntary Mapping Workshops **Person:** Teachers  
**Jan 30, 2011:** Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** William Jenson  
**Jan 30, 2011:** Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** William Jenson  
**Jan 30, 2011:** Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** William Jenson  
**Feb 17, 2011:** Content Area Curriculum Map Workshops **Person:** Teachers  
**Feb 17, 2011:** Voluntary Mapping Workshops **Person:** Teachers  
**Feb 28, 2011:** Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** William Jenson  
**Feb 28, 2011:** Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** William Jenson  
**Mar 2, 2011:** Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** William Jenson  
**Mar 17, 2011:** Content Area Curriculum Map Workshops **Person:** Teachers  
**Mar 17, 2011:** Voluntary Mapping Workshops **Person:** Teachers  
**Mar 30, 2011:** Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** William Jenson  
**Mar 30, 2011:** Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** William Jenson  
**Apr 2, 2011:** Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** William Jenson  
**Apr 17, 2011:** Content Area Curriculum Map Workshops **Person:** Teachers  
**Apr 17, 2011:** Voluntary Mapping Workshops **Person:** Teachers  
**Apr 30, 2011:** Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** William Jenson  
**Apr 30, 2011:** Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** William Jenson  
**May 2, 2011:** Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** William Jenson  
**May 17, 2011:** Content Area Curriculum Map Workshops **Person:** Teachers  
**May 17, 2011:** Voluntary Mapping Workshops **Person:** Teachers  
**May 30, 2011:** Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** William Jenson  
**May 30, 2011:** Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** William Jenson

## Focused Academic Area: Algebra Instruction

**Mar 18, 2010:** Survey Teachers About Current Practice To Obtain Baseline Data **Person:** Karen Routt  
**Mar 23, 2010:** Faculty Discusses Alternative Instructional Strategies **Person:** Karen Routt  
**Apr 1, 2010:** Collect baseline data: % of teachers observed utilizing alternative instruction. **Person:** Karen Routt  
**Apr 1, 2010:** Collect baseline data: % of teachers who turn in lesson plans indicating alternative instruction use. **Person:** Karen Routt  
**Apr 13, 2010:** Presentation by Theresa Morris (IPS Math Content Coordinator) **Person:** Karen Routt  
**Apr 22, 2010:** Compile a List of Resources **Person:** Karen Routt  
**Aug 1, 2010:** Schedule students into learning/math labs for first semester as needed **Person:** Vickie Martic  
**Sep 20, 2010:** Analyze district scrimmage data at PLCs **Person:** William Jensen  
**Sep 20, 2010:** Analyze district scrimmage data at PLCs **Person:** William Jensen  
**Nov 20, 2010:** Analyze district scrimmage data at PLCs **Person:** William Jensen  
**Nov 30, 2010:** Collect fall data: % of teachers observed utilizing alternative instruction. **Person:** Karen Routt  
**Nov 30, 2010:** Collect fall data: % of teachers who turn in lesson plans indicating alternative instruction use. **Person:** Karen Routt  
**Dec 1, 2010:** Schedule students into learning/math labs for second semester as needed **Person:** Vickie Martic  
**Dec 20, 2010:** Analyze district scrimmage data at PLCs **Person:** William Jensen  
**Jan 20, 2011:** Analyze district scrimmage data at PLCs **Person:** William Jensen

**Feb 20, 2011:** Analyze district scrimmage data at PLCs **Person:** William Jensen  
**Mar 20, 2011:** Analyze district scrimmage data at PLCs **Person:** William Jensen  
**Apr 20, 2011:** Analyze district scrimmage data at PLCs **Person:** William Jensen  
**May 1, 2011:** Collect spring data: % of teachers observed utilizing alternative instruction. **Person:** Karen Routt  
**May 1, 2011:** Collect spring data: % of teachers who turn in lesson plans indicating alternative instruction use. **Person:** Karen Routt  
**May 20, 2011:** Analyze district scrimmage data at PLCs **Person:** William Jensen

## **Focused Academic Area: Literacy In the Content Area**

**Jun 15, 2010:** MATH â New Math Materials Training (June or July) - Voluntary **Person:** William Jensen  
**Jul 30, 2010:** ENGLISH - New / Advanced Teacher Training for SpringBoard Implementation (Grades 7-12) **Person:** William Jensen  
**Aug 26, 2010:** ENGLISH â Data and Best Practices Workshop 1 for Grades 7-10 **Person:** William Jensen  
**Sep 1, 2010:** MATH â Algebra I Workshop 1 **Person:** William Jensen  
**Sep 15, 2010:** MATH â Algebra I Partner Meetings **Person:** William Jensen  
**Oct 1, 2010:** READING â Data and Best Practices Workshop 1 or Grades 7-9 **Person:** William Jensen  
**Oct 15, 2010:** MATH â Algebra I Partner Meetings **Person:** William Jensen  
**Nov 4, 2010:** ENGLISH â Data and Best Practices Workshop 2 for Grades 7-10 **Person:** William Jensen  
**Nov 15, 2010:** MATH â Algebra I Partner Meetings **Person:** William Jensen  
**Nov 30, 2010:** MATH â Algebra Workshop 2 **Person:** William Jensen  
**Dec 15, 2010:** MATH â Algebra I Partner Meetings **Person:** William Jensen  
**Jan 6, 2011:** ENGLISH â Data and Best Practices Workshop 3 for Grades 7-10 **Person:** William Jensen  
**Jan 15, 2011:** MATH â Algebra I Partner Meetings **Person:** William Jensen  
**Jan 30, 2011:** MATH â Algebra Workshop 3 **Person:** William Jensen  
**Feb 1, 2011:** READING â Data and Best Practices Workshop 2 for Grades 7-9 **Person:** William Jensen  
**Feb 15, 2011:** MATH â Algebra I Partner Meetings **Person:** William Jensen  
**Mar 15, 2011:** MATH â Algebra I Partner Meetings **Person:** William Jensen  
**Apr 1, 2011:** READING â Data and Best Practices Workshop 3 for Grades 7-9 - Voluntary **Person:** William Jensen  
**Apr 15, 2011:** MATH â Algebra I Partner Meetings **Person:** William Jensen  
**May 15, 2011:** MATH â Algebra I Partner Meetings **Person:** William Jensen

## **Focused Academic Area: Reading Across the Curriculum**

**Mar 18, 2010:** Survey to Obtain Baseline Data **Person:** Adam Jones  
**Mar 25, 2010:** Discussion of Current Comprehension Skills Practice **Person:** Adam Jones  
**Apr 1, 2010:** Collect baseline data: % of content-area teachers who implement reading comprehension activities weekly **Person:** Adam Jones  
**Apr 15, 2010:** Best Practices for Reading Across the Curriculum **Person:** Adam Jones  
**Aug 30, 2010:** PLC discussion best practices for reading comprehension **Person:** Adam Jones  
**Aug 30, 2010:** SRI test administered **Person:** William Jensen  
**Sep 5, 2010:** SRI results analyzed during PLC **Person:** William Jensen  
**Sep 30, 2010:** PLC discussion best practices for reading comprehension **Person:** Adam Jones  
**Oct 1, 2010:** SRI results analyzed during PLC **Person:** William Jensen  
**Oct 30, 2010:** PLC discussion best practices for reading comprehension **Person:** Adam Jones  
**Nov 30, 2010:** Collect fall data: % of content-area teachers who implement reading comprehension activities weekly **Person:** Adam Jones  
**Nov 30, 2010:** PLC discussion best practices for reading comprehension **Person:** Adam Jones  
**Dec 1, 2010:** SRI results analyzed during PLC **Person:** William Jensen  
**Dec 4, 2010:** SRI test administered **Person:** William Jensen  
**Dec 15, 2010:** SRI results analyzed during PLC **Person:** William Jensen  
**Dec 30, 2010:** PLC discussion best practices for reading comprehension **Person:** Adam Jones  
**Jan 30, 2011:** PLC discussion best practices for reading comprehension **Person:** Adam Jones  
**Mar 1, 2011:** SRI results analyzed during PLC **Person:** William Jensen  
**Mar 2, 2011:** PLC discussion best practices for reading comprehension **Person:** Adam Jones  
**Apr 2, 2011:** PLC discussion best practices for reading comprehension **Person:** Adam Jones  
**Apr 30, 2011:** SRI test administered **Person:** William Jensen  
**May 2, 2011:** PLC discussion best practices for reading comprehension **Person:** Adam Jones  
**May 10, 2011:** SRI results analyzed during PLC **Person:** William Jensen  
**Jun 30, 2011:** Collect spring data: % of content-area teachers who implement reading comprehension activities weekly **Person:** Adam Jones

## Focused Academic Area: Writing

**Apr 1, 2010:** Collect baseline data: % of teachers who contribute (in a meaningful way) to the collaborative evaluation of student work. **Person:** Adam Jones

**Apr 29, 2010:** Discuss Purpose of Collaborative Writing Assessments **Person:** Adam Jones

**May 11, 2010:** Draft Writing Assessments and Rubrics **Person:** Adam Jones

**Aug 23, 2010:** Train Teachers to Evaluate Common Writing Assessments **Person:** Adam Jones

**Sep 13, 2010:** Read: Deeper Reading and/or Readicide by Kelly Gallagher **Person:** Adam Jones

**Nov 15, 2010:** First essay writings Eng 10 classes **Person:** William Jensen

**Nov 20, 2010:** Teachers evaluate first essay writing at PLC **Person:** William Jensen

**Nov 30, 2010:** Collect fall data: % of teachers who contribute (in a meaningful way) to the collaborative evaluation of student work. **Person:** Adam Jones

**Feb 1, 2011:** Second essay writing Eng 10 classes **Person:** William Jensen

**Feb 5, 2011:** Teachers evaluate second essay writing during PLC **Person:** William Jensen

**May 1, 2011:** Collect spring data: % of teachers who contribute (in a meaningful way) to the collaborative evaluation of student work. **Person:** Adam Jones

**May 1, 2011:** Final essay writing Eng 10 classes **Person:** William Jensen

**May 5, 2011:** Teachers evaluate third essay writing during PLC **Person:** William Jensen

## Student Graduation Plan

**Sep 18, 2010:** Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Vickie Martic

**Oct 1, 2010:** Graduation Plan: 7-12 Refresher Training **Person:** Vickie Martic

**Oct 18, 2010:** Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Vickie Martic

**Oct 18, 2010:** Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Vickie Martic

**Nov 18, 2010:** Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Vickie Martic

**Nov 18, 2010:** Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Vickie Martic

**Dec 1, 2010:** Graduation Plan â Online Activity Checklist Completion **Person:** Vickie Martic

**Dec 18, 2010:** Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Vickie Martic

**Dec 18, 2010:** Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Vickie Martic

**Jan 18, 2011:** Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Vickie Martic

**Jan 18, 2011:** Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Vickie Martic

**Feb 18, 2011:** Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Vickie Martic

**Feb 18, 2011:** Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Vickie Martic

**Mar 1, 2011:** Principal Discussion with social worker not engaging in Graduation Plan activities **Person:** Michael Sertic

**Mar 1, 2011:** Student Meetings: Graduation Plan Discussions **Person:** Vickie Martic

**Mar 18, 2011:** Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Vickie Martic

**Mar 18, 2011:** Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Vickie Martic

**Apr 1, 2011:** Graduation Plan: Student Completion **Person:** Vickie Martic

**Apr 18, 2011:** Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Vickie Martic

**Apr 18, 2011:** Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Vickie Martic

**May 18, 2011:** Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Vickie Martic

**May 18, 2011:** Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Vickie Martic

## Teacher Expectations and Student Achievement (TESA)

**Aug 15, 2010:** TESA Building Level Training â Awareness **Person:** William Jensen

**Aug 15, 2010:** TESA Strategy Chair Meeting 1 **Person:** William Jensen

**Aug 17, 2010:** TESA â Peer Observation Review â Workshop 1 **Person:** William Jensen

**Aug 20, 2010:** TESA Building Level Training â Workshop 1 **Person:** William Jensen

**Aug 30, 2010:** Administrator Observation **Person:** William Jensen

**Sep 17, 2010:** TESA â Peer Observation Review â Workshop 2 **Person:** William Jensen

**Sep 20, 2010:** TESA Building Level Training â Workshop 2 **Person:** William Jensen

**Sep 30, 2010:** Administrator Observation **Person:** William Jensen

**Oct 17, 2010:** TESA â Peer Observation Review â Workshop 3 **Person:** William Jensen

**Oct 20, 2010:** TESA Building Level Training â Workshop 3 **Person:** William Jensen

**Oct 30, 2010:** Administrator Observation **Person:** William Jensen

**Nov 17, 2010:** TESA â Peer Observation Review â Workshop 4 **Person:** William Jensen

**Nov 20, 2010:** TESA Building Level Training â Workshop 4 **Person:** William Jensen

**Nov 30, 2010:** Administrator Observation **Person:** William Jensen  
**Dec 17, 2010:** TESA à Peer Observation Review à Workshop 5 **Person:** William Jensen  
**Dec 20, 2010:** Administrator Observation **Person:** William Jensen  
**Dec 20, 2010:** TESA Building Level Training à Workshop 5 **Person:** William Jensen  
**Jan 30, 2011:** Administrator Observation **Person:** William Jensen  
**Feb 10, 2011:** TESA Strategy Chair Meeting 2 **Person:** William Jensen  
**Feb 28, 2011:** Administrator Observation **Person:** William Jensen  
**Mar 30, 2011:** Administrator Observation **Person:** William Jensen  
**Apr 30, 2011:** Administrator Observation **Person:** William Jensen  
**May 30, 2011:** Administrator Observation **Person:** William Jensen

## **Timely Additional Assistance: Remediation Plan**

**Aug 20, 2010:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen  
**Sep 1, 2010:** Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers  
**Sep 18, 2010:** Maintain a Remediation binder that includes minutes of all the PLC meetings and activities developed for non-mastered indicators **Person:** William Jensen  
**Sep 20, 2010:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen  
**Oct 1, 2010:** Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers  
**Oct 1, 2010:** Maintain a Remediation Plan binder that includes minutes of all PLC meetings and activities developed for non-mastered indicators. **Person:** William Jensen  
**Oct 10, 2010:** Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities. **Person:** teachers  
**Oct 18, 2010:** Maintain a Remediation binder that includes minutes of all the PLC meetings and activities developed for non-mastered indicators **Person:** William Jensen  
**Oct 20, 2010:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen  
**Nov 1, 2010:** Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers  
**Nov 1, 2010:** Maintain a Remediation Plan binder that includes minutes of all PLC meetings and activities developed for non-mastered indicators. **Person:** William Jensen  
**Nov 10, 2010:** Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** teachers  
**Nov 18, 2010:** Maintain a Remediation binder that includes minutes of all the PLC meetings and activities developed for non-mastered indicators **Person:** William Jensen  
**Nov 20, 2010:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen  
**Dec 1, 2010:** Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers  
**Dec 1, 2010:** Maintain a Remediation Plan binder that includes minutes of all PLC meetings and activities developed for non-mastered indicators. **Person:** William Jensen  
**Dec 18, 2010:** Maintain a Remediation binder that includes minutes of all the PLC meetings and activities developed for non-mastered indicators **Person:** William Jensen  
**Dec 20, 2010:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen  
**Jan 1, 2011:** Maintain a Remediation Plan binder that includes minutes of all PLC meetings and activities developed for non-mastered indicators. **Person:** William Jensen  
**Jan 10, 2011:** Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers  
**Jan 15, 2011:** Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** teachers  
**Jan 18, 2011:** Maintain a Remediation binder that includes minutes of all the PLC meetings and activities developed for non-mastered indicators **Person:** William Jensen  
**Jan 20, 2011:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen  
**Feb 1, 2011:** Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers  
**Feb 1, 2011:** Maintain a Remediation Plan binder that includes minutes of all PLC meetings and activities developed for non-mastered indicators. **Person:** William Jensen  
**Feb 18, 2011:** Maintain a Remediation binder that includes minutes of all the PLC meetings and activities developed for non-mastered indicators **Person:** William Jensen  
**Feb 20, 2011:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen  
**Mar 1, 2011:** Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers  
**Mar 1, 2011:** Maintain a Remediation Plan binder that includes minutes of all PLC meetings and activities developed for non-mastered indicators. **Person:** William Jensen  
**Mar 10, 2011:** Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities **Person:** teachers  
**Mar 18, 2011:** Maintain a Remediation binder that includes minutes of all the PLC meetings and activities developed for non-mastered indicators **Person:** William Jensen

**Mar 18, 2011:** Principal engage non-participating teachers at PLC meetins **Person:** William Jensen  
**Mar 20, 2011:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen  
**Apr 1, 2011:** Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers  
**Apr 1, 2011:** Maintain a Remediation Plan binder that includes minutes of all PLC meetings and activities developed for non-mastered indicators. **Person:** William Jensen  
**Apr 18, 2011:** Maintain a Remediation binder that includes minutes of all the PLC meetings and activities developed for non-mastered indicators **Person:** William Jensen  
**Apr 20, 2011:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen  
**May 1, 2011:** Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers  
**May 1, 2011:** Maintain a Remediation Plan binder that includes minutes of all PLC meetings and activities developed for non-mastered indicators. **Person:** William Jensen  
**May 10, 2011:** Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** teachers  
**May 18, 2011:** Maintain a Remediation binder that includes minutes of all the PLC meetings and activities developed for non-mastered indicators **Person:** William Jensen  
**May 20, 2011:** Principal will actively engage non-participating teachers at PLC meetings. **Person:** William Jensen

# Professional Development Summary

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

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

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

## Administrator Walkthrough

### Weekly Administrator Walkthrough Follow-ups

**Brief Description:** Principal will have formal and informal conversations with teachers after a walkthrough if there is an area of concern that needs addressing and follow-up intervention.

**Intended Participants:** Teachers

**Dates:** Aug 15, 2010; Sep 15, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011; Apr 15, 2011; May 15, 2011

**Activity Purpose:** Feedback/Support

**Activity Format:** Talk to

**Funding:** n/a

**Does this activity occur during the school day?** Yes

## Benchmark & End of Semester Assessments

### Use diagnostic data to drive instruction

**Brief Description:** During monthly staff meetings 15-30 minutes will be devoted to talking about and giving suggestions on how to utilize the data to move instruction

**Intended Participants:** Teachers

**Dates:** Sep 1, 2010; Oct 1, 2010; Nov 1, 2010; Dec 1, 2010; Jan 1, 2011; Feb 1, 2011; Mar 1, 2011; Apr 1, 2011; May 1, 2011

**Activity Purpose:** Feedback/Support

**Activity Format:** Collaborative Problem Solving

**Funding:** n/a

**Does this activity occur during the school day?** No

## Cultural Competency

### Attend a workshop presentation on the Historic Journey DVD Project lessons

**Brief Description:** Participants will learn about the Historic Journey Project and how it will be implemented into their instructional planning.

**Intended Participants:** Administrators

**Date:** Aug 2, 2010

**Activity Purpose:**

**Activity Format:**

**Funding:** n/a

**Does this activity occur during the school day?** No

### BUILD AWARENESS

**Brief Description:** Participants will learn about the District wide Cultural Competency Action Plan (D-CCAP) and the Historic Journey Project.

**Intended Participants:** Administrators

**Date:** Aug 2, 2010

**Activity Purpose:** Information, Skill Building, Feedback/Support, Refinement

**Activity Format:** Presentation, Collaborative Problem Solving, Action Research

**Funding:** n/a

**Does this activity occur during the school day?** No

### Community Council

**Brief Description:** Participants will learn information relevant to cultural competency and its impact in supporting student learning and how it impacts academic achievement.

**Intended Participants:** Administrators, Parents, Community Members

**Dates:** Oct 30, 2010; Jan 1, 2011; Mar 5, 2011; May 7, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Presentation, Collaborative Problem Solving, Site Visit

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### Learn how to take the IDI results to improve instruction in the classroom

**Brief Description:** Participants will learn how information from the IDI group and individual profiles can be used to improve instruction and expand their repertoire of culturally relevant strategies.

**Intended Participants:** Teachers, Administrators

**Date:** Sep 30, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** n/a

**Does this activity occur during the school day?** Yes

## **MULTICLUTURAL INFUSION CONFERENCE**

**Brief Description:** Participants will learn strategies and practices that negate deficit model instruction and address methods and approaches related to improving cultural competence skills in the school setting.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Apr 30, 2011

**Activity Purpose:** Information, Skill Building, Feedback/Support, Refinement

**Activity Format:** Talk to, Presentation, Site Visit, Other

**Funding:** n/a

**Does this activity occur during the school day?** No

## **SELECTED DIVERSITY CADRE MEMBERS ATTEND CADRE MEETINGS**

**Brief Description:** Participants will learn strategies and practices that negate deficit model instruction and address methods and approaches related to improving cultural competence skills in the school setting

**Intended Participants:** Teachers, Administrators

**Dates:** Sep 30, 2010; Oct 30, 2010; Nov 30, 2010; Dec 30, 2010; Jan 30, 2011; Mar 2, 2011; Apr 2, 2011

**Activity Purpose:** Information, Skill Building, Feedback/Support

**Activity Format:** Presentation, Other

**Funding:** n/a

**Does this activity occur during the school day?** No

## **YOUTH SUMMIT**

**Brief Description:** Participants will learn information relevant to diversity and connect past history to the aspirations of today's students.

**Intended Participants:** Teachers, Counselors, Administrators, Parents, Community Members, Students, Other

**Date:** Feb 28, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation, Study Group, Reflective Writing, Collaborative Problem Solving

**Funding:** n/a

**Does this activity occur during the school day?** No

## **Encourage Rigorous Curriculum: Curriculum Mapping**

### **Social Studies Curriculum Map Training**

**Brief Description:** Social Studies teachers will attend a one-day training on the new Visual Arts Pacing / Consensus maps and the use of the Rubicon Atlas Mapping software to prepare individual curriculum maps that will serve as their weekly lesson plans.

**Intended Participants:** Teachers

**Date:** Oct 0, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day? Yes**

### **Visual Arts Curriculum Map Training**

**Brief Description:** Visual arts teachers will attend a one-day training on the new Visual Arts Pacing / Consensus maps and the use of the Rubicon Atlas Mapping software to prepare individual curriculum maps that will serve as their weekly lesson plans.

**Intended Participants:** Teachers

**Date:** Sep 0, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day? Yes**

### **Vocal Music Curriculum Map Training**

**Brief Description:** Vocal music teachers will attend a one-day training on the new Visual Arts Pacing / Consensus maps and the use of the Rubicon Atlas Mapping software to prepare individual curriculum maps that will serve as their weekly lesson plans.

**Intended Participants:** Teachers

**Date:** Nov 0, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day? Yes**

## **Focused Academic Area: Algebra Instruction**

### **Analyze district scrimmage data at PLCs**

**Brief Description:** Teachers meet and discuss results of district scrimmages and benchmark tests and share ideas for best practices to address instruction needs.

**Intended Participants:** Teachers

**Dates:** Sep 20, 2010; Sep 20, 2010; Nov 20, 2010

**Activity Purpose:** Feedback/Support

**Activity Format:** Study Group

**Funding:** n/a

**Does this activity occur during the school day? Yes**

### **Analyze district scrimmage data at PLCs**

**Brief Description:** Teachers meet and discuss results of district scrimmages and benchmark tests and share ideas for best practices to address instruction needs.

**Intended Participants:** Teachers

**Dates:** Dec 20, 2010; Jan 20, 2011; Feb 20, 2011; Mar 20, 2011; Apr 20, 2011; May 20, 2011

**Activity Purpose:** Feedback/Support

**Activity Format:** Study Group

**Funding:** na

**Does this activity occur during the school day?** Yes

#### **Presentation by Theresa Morris (IPS Math Content Coordinator)**

**Brief Description:** Indianapolis Public Schools' Math Coordinator will present best practices to Academy of Creative Expression faculty, specifically targeting differentiated instruction and alternative learning styles.

**Intended Participants:** Teachers, Administrators

**Date:** Apr 13, 2010

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Talk to, Presentation

**Funding:**

**Does this activity occur during the school day?** Yes

## **Focused Academic Area: Literacy In the Content Area**

### **ENGLISH - New / Advanced Teacher Training for SpringBoard Implementation (Grades 7-12)**

**Brief Description:** Those responsible for teaching English in grades 7-12 (6-12 in Over-Under schools), including Title I, Special Education and ESL teachers, will engage in activities leading to the successful implementation of the Springboard curriculum for E/LA.

**Intended Participants:** Teachers

**Date:** Jul 30, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** No

### **ENGLISH â Data and Best Practices Workshop 1 for Grades 7-10**

**Brief Description:** Those responsible for teaching English in grades 7-10, including Title I, Special Education, and ESL teachers, will engage in activities related to 5-5-3-3, deconstructing and constructing writing prompts, curriculum mapping, lesson design, and analysis of data to guide instruction.

**Intended Participants:** Teachers

**Date:** Aug 26, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **ENGLISH â Data and Best Practices Workshop 2 for Grades 7-10**

**Brief Description:** Those responsible for teaching English in grades 7-10, including Title I, Special Education, and ESL teachers, will engage in activities related to 5-5-3-3 integrated into Springboard strategies, analysis of student work, curriculum mapping, lesson design, and analysis of scrimmages and benchmarks.

**Intended Participants:** Teachers

**Date:** Nov 4, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **ENGLISH â Data and Best Practices Workshop 3 for Grades 7-10**

**Brief Description:** Those responsible for teaching English in grades 7-10, including Title I, Special Education, and ESL teachers, will engage in activities related to 5-5-3-3 integrated into Springboard strategies related to Interactive Notebook, analysis of student work, SpringBoard online related to curriculum mapping and lesson design.

**Intended Participants:** Teachers

**Date:** Jan 6, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **MATH â Algebra I Partner Meetings**

**Brief Description:** All teachers who teach or support Algebra I instruction will meet with various partners to discuss best teaching methods related to strengths and weaknesses on the ECA that the teachers might implement in the coming month.

**Intended Participants:** Teachers

**Date:** Sep 15, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Peer Coaching

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **MATH â Algebra I Partner Meetings**

**Brief Description:** All teachers who teach or support Algebra I instruction will meet with various partners to discuss best teaching methods related to strengths and weaknesses on the ECA that the teachers might implement in the coming month.

**Intended Participants:** Teachers

**Dates:** Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011; Apr 15, 2011; May 15, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Peer Coaching

**Funding:** na

**Does this activity occur during the school day?** Yes

### **MATH â Algebra I Workshop 1**

**Brief Description:** All teachers who teach or support Algebra I instruction will evaluate Algebra I ECA results, identify strengths and weaknesses based on the ECA blueprint, and identify a partner teacher who will mentor them later as they co-plan teaching methods and concepts, integrate technology to improve student learning, 5-5-3-3 (concept maps, word associations, summarizers), and curriculum mapping.

**Intended Participants:** Teachers

**Date:** Sep 1, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **MATH â Algebra Workshop 2**

**Brief Description:** All teachers who teach or support Algebra I instruction will evaluate current data (scrimmages and benchmarks) with their partners and identify strategies to impact weak skill areas, integrate technology and online interventions to improve student learning in math, 5-5-3-3 (questioning strategies, student engagement and making thinking visible), and co-create lessons for the up-coming month.

**Intended Participants:**

**Date:** Nov 30, 2010

**Activity Purpose:**

**Activity Format:**

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **MATH â Algebra Workshop 3**

**Brief Description:** All teachers who teach or support Algebra I instruction will evaluate current data (scrimmages and benchmarks) with their partners and identify strategies to impact weak skill areas, integrate technology and online interventions to improve student learning in math, 5-5-3-3 (questioning strategies, student engagement and making thinking visible), and co-create lessons for the up-coming month.

**Intended Participants:** Teachers

**Date:** Jan 30, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **MATH â New Math Materials Training (June or July) - Voluntary**

**Brief Description:** K-12 Math teachers will attend one day of training during which they will receive the teacher's edition of the new textbook and will become familiar with all the new materials. Teachers will co-plan lessons for the first four weeks with colleagues.

**Intended Participants:** Teachers

**Date:** Jun 15, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** No

### **READING â Data and Best Practices Workshop 1 or Grades 7-9**

**Brief Description:** Reading teachers will engage in activities related to 5-5-3-3 (Making Thinking Visible through discussion and note taking, questioning), Action Research, interactive read alouds, curriculum mapping and lesson design, and the four dimensions of reading.

**Intended Participants:** Teachers

**Date:** Oct 1, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **READING â Data and Best Practices Workshop 2 for Grades 7-9**

**Brief Description:** Reading teachers will engage in activities related to 5-5-3-3 (Making Thinking Visible through expository text in a variety of content areas), Action Research, analysis of student work to inform instruction, and curriculum mapping and lesson design.

**Intended Participants:** Teachers

**Date:** Feb 1, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **READING â Data and Best Practices Workshop 3 for Grades 7-9 - Voluntary**

**Brief Description:** Reading teachers will engage in voluntary workshop during which activities related to 5-5-3-3 (vocabulary, writing to learn strategies and level one writing), Action Research, analysis of student work, curriculum mapping and lesson improvement.

**Intended Participants:** Teachers

**Date:** Apr 1, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

## **Focused Academic Area: Reading Across the Curriculum**

### **Best Practices for Reading Across the Curriculum**

**Brief Description:** Presenters will present several best practices and discuss their implementation across content areas.

**Intended Participants:** Teachers, Administrators

**Date:** Apr 15, 2010

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Talk to, Presentation

**Funding:**

**Does this activity occur during the school day?** Yes

## **Focused Academic Area: Writing**

**Read: Deeper Reading and/or Readicide by Kelly Gallagher**

**Brief Description:** Teachers will read passages from Kelly Gallagher's books in order to increase our knowledge of best practices. This will lead to informative discussions that will affect classroom instruction.

**Intended Participants:** Teachers, Administrators

**Date:** Sep 13, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Study Group, Professional Reading

**Funding:**

**Does this activity occur during the school day?** Yes

### **Train Teachers to Evaluate Common Writing Assessments**

**Brief Description:** English Language Arts teachers will lead professional development on the successful evaluation of common writing assessments using rubrics.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 23, 2010

**Activity Purpose:** Information, Skill Building, Feedback/Support, Refinement

**Activity Format:** Talk to, Presentation, Peer Coaching, Reflective Writing

**Funding:**

**Does this activity occur during the school day?** Yes

## **Student Graduation Plan**

### **Graduation Plan: 7-12 Refresher Training**

**Brief Description:** The counselor / social worker will attend a district training where 7th -12th grade graduation plan materials and timeline will be presented.

**Intended Participants:** Administrators

**Date:** Oct 1, 2010

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** na

**Does this activity occur during the school day?** Yes

# Teacher Expectations and Student Achievement (TESA)

## TESA Building Level Training â Awareness

**Brief Description:** New faculty members and faculty members as designated by the administrator will attend a training session on TESA.Awareness.

**Intended Participants:** Teachers

**Date:** Aug 15, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** na

**Does this activity occur during the school day?** Yes

## TESA Building Level Training â Workshop 1

**Brief Description:** New faculty members and faculty members as designated by the administrator will attend a training session on TESA.Workshop 1.

**Intended Participants:** Teachers

**Date:** Aug 20, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

## TESA Building Level Training â Workshop 2

**Brief Description:** New faculty members and faculty members as designated by the administrator will attend a training session on TESA.Workshop 2

**Intended Participants:** Teachers

**Date:** Sep 20, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** na

**Does this activity occur during the school day?** Yes

## TESA Building Level Training â Workshop 3

**Brief Description:** New faculty members and faculty members as designated by the administrator will attend a training session on TESA.Workshop 3

**Intended Participants:** Teachers

**Date:** Oct 20, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

#### **TESA Building Level Training â Workshop 4**

**Brief Description:** New faculty members and faculty members as designated by the administrator will attend a training session on TESA.Workshop 4

**Intended Participants:** Teachers

**Date:** Nov 20, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

#### **TESA Building Level Training â Workshop 5**

**Brief Description:** New faculty members and faculty members as designated by the administrator will attend a training session on TESA.Workshop 5

**Intended Participants:** Teachers

**Date:** Dec 20, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

#### **TESA Strategy Chair Meeting 1**

**Brief Description:** Participants will review the TESA expectations for the TESA strategy for the 2010-2011 school year.

**Intended Participants:** Other

**Date:** Aug 15, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:** n/a

**Does this activity occur during the school day?** Yes

#### **TESA Strategy Chair Meeting 2**

**Brief Description:** Participants will review the TESA 1) expectations and 2) success of implementation.

**Intended Participants:** Other

**Date:** Feb 10, 2011

**Activity Purpose:** Feedback/Support

**Activity Format:** Presentation

**Funding:** n/a

**Does this activity occur during the school day?** Yes

## **Timely Additional Assistance: Remediation Plan**

No professional development is needed for this strategy.

# **Relationship Report: Areas of Concern / Strategies / Achievement Goals**

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

## **Local Areas of Concern**

### **We are concerned that... Parent Involvement**

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

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA
- Academy of Creative Expression students enrolled in Algebra 1 -- % passing the Algebra 1 ECA

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

- Parent Involvement: Parent-in-Touch Day
- Parent Phone Contact Logs

### **We are concerned that... Educator Training**

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

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

### **We are concerned that... Curriculum Mapping (Year 3 of District Improvement only)**

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

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

- Encourage Rigorous Curriculum: Curriculum Mapping

### **We are concerned that... Parent Information Resource Center Website**

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

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

### **We are concerned that... Encourage Rigorous Curriculum**

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

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA
- Academy of Creative Expression students enrolled in Algebra 1 -- % passing the Algebra 1 ECA

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

- Encourage Rigorous Curriculum: Core 40 Enrollment

## **We are concerned that... Focused Academic Area**

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

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA
- Academy of Creative Expression students enrolled in Algebra 1 -- % passing the Algebra 1 ECA

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

- Focused Academic Area: Algebra Instruction
- Focused Academic Area: Reading Across the Curriculum
- Focused Academic Area: Writing
- Learning Centers

## **We are concerned that... Instruction by Highly Qualified Teachers**

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

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

## **We are concerned that... Attracting Highly Qualified Teachers**

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

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

## **We are concerned that... Parent Notice - Assessment Results**

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

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

- Parent Notice - Assessment Results

## **We are concerned that... School-Parent Involvement Policy**

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

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

## **We are concerned that... Parent Right-to-Know Letter - Qualifications**

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

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

## **We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher**

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

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

## **We are concerned that... School-Parent Compact**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

## **We are concerned that... Annual Parent Meeting**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

## **We are concerned that... Focused Student Group**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- Focused Student Group: Low Achieving Students
- Focused Student Group: Special Education

## **We are concerned that... Timely Additional Assistance**

**Data Targets Influenced by This Concern:**

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA
- Academy of Creative Expression students enrolled in Algebra 1 -- % passing the Algebra 1 ECA

**Strategies to Impact This Concern:**

- Learning Centers
- Timely Additional Assistance: 9th Grade Tutoring
- Timely Additional Assistance: Language Lab
- Timely Additional Assistance: Math Lab
- Timely Additional Assistance: Remediation Plan

## **We are concerned that... Attendance is impeding student achievement.**

**Data Targets Influenced by This Concern:**

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA
- Academy of Creative Expression students enrolled in Algebra 1 -- % passing the Algebra 1 ECA

**Strategies to Impact This Concern:**

- Attendance
- Learning Centers
- Parent Involvement: Parent-in-Touch Day

## **We are concerned that... Teachers do not provide consistent instruction at the evaluation, application., synthesis, analysis & evaluation levels.**

**Data Targets Influenced by This Concern:**

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA
- Academy of Creative Expression students enrolled in Algebra 1 -- % passing the Algebra 1 ECA

**Strategies to Impact This Concern:**

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Encourage Rigorous Curriculum: Curriculum Mapping
- Focused Academic Area: Literacy In the Content Area
- Focused Student Group: Low Achieving Students
- Learning Centers
- Teacher Expectations and Student Achievement (TESA)
- Timely Additional Assistance: Remediation Plan

**We are concerned that... Teachers are not providing quality integrated reading and writing instruction.****Data Targets Influenced by This Concern:**

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA

**Strategies to Impact This Concern:**

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Encourage Rigorous Curriculum: Curriculum Mapping
- Focused Academic Area: Literacy In the Content Area
- Focused Academic Area: Reading Across the Curriculum
- Focused Academic Area: Writing
- Focused Student Group: Low Achieving Students
- Learning Centers
- Timely Additional Assistance: Language Lab
- Timely Additional Assistance: Remediation Plan

**We are concerned that... Teachers are not providing effective Reading/Language Arts interventions for striving readers.****Data Targets Influenced by This Concern:**

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA

**Strategies to Impact This Concern:**

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Encourage Rigorous Curriculum: Curriculum Mapping
- Focused Academic Area: Literacy In the Content Area
- Focused Academic Area: Reading Across the Curriculum
- Focused Academic Area: Writing
- Focused Student Group: Low Achieving Students
- Learning Centers
- Timely Additional Assistance: Language Lab
- Timely Additional Assistance: Remediation Plan

**We are concerned that... Teachers do not take students' cultural needs into consideration when designing lessons.**

**Data Targets Influenced by This Concern:**

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA

**Strategies to Impact This Concern:**

- Administrator Walkthrough
- Cultural Competency

**We are concerned that... Instruction for special needs students is not appropriate.****Data Targets Influenced by This Concern:**

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA
- Academy of Creative Expression students enrolled in Algebra 1 -- % passing the Algebra 1 ECA

**Strategies to Impact This Concern:**

- Administrator Walkthrough
- Focused Academic Area: Literacy In the Content Area

**We are concerned that... Schools do not adequately address enrollment / performance issues in honors, honors plus, AP, IB, DC courses.****Data Targets Influenced by This Concern:**

- Academy of Creative Expression students enrolled in Algebra 1 -- % passing the Algebra 1 ECA

**Strategies to Impact This Concern:**

- Promoting Enrollment and Performance in College Level Courses.
- Promoting Enrollment and Performance in the Honors Plus and Honors Courses
- Student Graduation Plan

**We are concerned that... Students do not receive timely feedback on classroom assessments.****Data Targets Influenced by This Concern:**

- Academy of Creative Expression English grade 10 students -- % passing the English 10 ECA
- Academy of Creative Expression students enrolled in Algebra 1 -- % passing the Algebra 1 ECA

**Strategies to Impact This Concern:**

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Focused Student Group: Low Achieving Students
- Parent Notice - Assessment Results
- Timely Additional Assistance: Remediation Plan

**Required Areas of Concern**

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Central Office IPS WebSite
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	District Benchmarks and Scrimmages. Interim assessments of standards.

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2009-2010 school year