

School Improvement Plan - 2010-2011

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Northwest High School (5483)

Indianapolis Public Schools

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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School Improvement Plan Introduction

Northwest High School

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

- Indiana Student Achievement Institute
- PL221
- Title I - Schoolwide
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

- Angela Allen - School Counselor
- Sarah Apgar Pressly - Teacher
- Tanya Eaton - Administrator
- Erika Eldridge - Teacher
- Perry Faith - Community Representative (Business)
- Jana Hinkle - Teacher
- Genevieve McLeish-Petty - Teacher
- Lawrence Yarrell - Administrator

Strategy Chairs

- Angela Allen
- Nancy Baker
- Rebecca Crosbie
- Kim Dax
- Staci Fahlsing
- Rose Glauberman
- Genevieve McLeish-Petty
- Luis Morales
- Jamie Rickard
- Chris Toner
- Lawrence Yarrell

Community Council

- Lynel Beaty - Parent- 18 African American Male, senior
- Hilda Brady - Community, business, coordinator for local mental health organization
- Michael Brown - Community /Parent 9th black male
- Brandy Butler - Community (Higher Ed)
- Duane Child - Parent 12th gr, black, female
- Rick Dobbin - Parent - no information on record
- Veronica Esteban - Community
- Perry Faith - Business, manager at Sam's Club, Indianapolis, spouse is a faculty member
- Stacia Fifer - Parent, 4 black children at Northwest
- Vanessa Footman - parent of 12, IB, black, female
- Mary Gurnell-Clark - Business
- Darryl Howard - Parent - 17 Female, African American, 11 grade
- Lynn Howard - Parent - 17 years old, Female African American
- Lontanette Hutchinson - Parent - 16 Female, learning disabilities, 9th grade
- Mary Agnes Hylton - Community
- Maggie Lewis - Community
- Jose Ochoa - owner of several local businesses
- Francisco Ruiz - Other
- Judge Smith - local business owner
- Charlene Watson - no information

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:

-We believe all students deserve to receive their education in an environment they feel safe in every day. -We believe all students deserve to be surrounded by dedicated teachers that have high expectations for their students and believe that all of their students are capable of learning. - We believe all students deserve consistency in rules and consistency in quality instruction with meaningful assessment and rigorous coursework. -We believe all students deserve people in the school to care and listen to them, while protecting their privacy. -We believe students deserve guidance and lifelong planning assistance from people who mentor and model behaviors of success. -We believe the students deserve equal opportunities to educational opportunities and to all school programs.

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

-Each teacher, counselor, administrator, parent and community member has high expectations for all students and work together to help students reach fullest potential. -Teachers are a part of a professional community and receive regular professional development that aids them in the creation of rigorous curriculums that lead our students to higher levels of learning. -The teachers develop real-world applications and meaningful, relevant, assessments to their lessons to ensure a high level of success and student buy in. -All stakeholders possess the same positive attitude that is expected from the students. -Adults communicate effectively with students and model healthy social skills to create a safe and healthy learning environment. -Adults treat the students fairly, believing in that abilities and gifts that each possess and offer to the future. -All adults believe students can learn. -All adults believe children deserve a chance, and sometimes a second chance. -Adults are committed to their job, and demonstrate with high integrity in the class with regards to planning, instruction, grade documentation and are willing to extend their approach as they are willing to grow as educators. -Adults are loyal, flexible, approachable, honest, and open minded.

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

-All students have high expectations and an interest in their future, while actively participating in the learning process. -All students want to learn and possess a positive attitude and are goal oriented. -All students show pride in their work, their school, and themselves. -All students are respectful of others, responsible, self motivated and demonstrate high levels of work ethics. Each student works effectively with adults to gain the self knowledge, educational awareness, and skills required to make good personal decisions.

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

- % of students who Pass ECA for Algebra: 100%
- % of students who Pass ECA for English 10: 100%
- % of students who Obtain ACT composite score of 24 or better: 100%
- % of students who Obtain a SAT composite score of 1250 or better: 100%
- % of students who receive a 3 or better on their Advanced Placement assessments: 100%
- % of students who IB students who obtain a 5 or better on the IB assessments: 100%
- % of students who receive a core 40 diploma: 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.

10th Grade Students - % Earning 10 Credits

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	
			38%	40%		45%		50%		55%		100%

All Students - % Earning Core 40 Diploma

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	
			72%	75%		80%		85%		90%		100%

Free and Reduced Lunch Students - % Passing Algebra I 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%	0%	45%		50%		55%		60%		100%

Students Enrolled in Algebra I - % Passing Algebra I 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%	4%	45%		50%		55%		60%		100%

Students Enrolled in Algebra I - % Passing Linear Equations & Inequalities

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	
			19%	20%		25%		30%		35%		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... 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.

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... 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 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 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 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... There is a lack of engagement (motivation) among our faculty, students, parents, and community.

* Parents-In-Touch day annually yields very low turn-out from parents. * Difficulty to get parents in to school for annual case conferences and re-entrance meetings from suspensions. * Lack of attendance at sports, theater, and arts programs from the community. * Lack of student involvement in athletics. * Little communication between parents and students about school. * Under ten parents attending most recent IB/MYP informational meeting. * Very little student interest and participation in the IB program.

Required Areas of Concern

A. Parent Involvement

B. Educator Training

D. Curriculum Mapping (Year 3 of District Improvement only)

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

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

Advancing Academic Excellence (AAE)

This initiative assists Northwest High School as the school strives to increase the percentage of students who earn college credit and advanced college standing while in high school. The Northwest High School Project Director, Mrs. Barbara Mebane and Associate Project Director, Mr. Bradford Braxton, work with colleagues to implement strategies designed to increase student enrollment and success in Advanced Placement, International Baccalaureate, and dual credit courses. To date, Northwest High School has the following Advanced Placement courses: AP English Literature AP Spanish Language AP Calculus AB AP US History Northwest is also the site for the only International Baccalaureate Diploma Program in the Indianapolis Public Schools district. Furthermore, Northwest offers economics, microeconomics and macroeconomics for dual credit opportunities through Vincennes University. The Project Directors work with Ms. Angela Allen, Lead Counselor, in obtaining statistical data on students involved with all of the above programs as well as the graduating class at the end of the school year in order to meet AAE deadlines.

Impact Level: High Impact - Outside

Focus: Specific

AVID

AVID is an international college readiness program designed to increase the enrollment in four year colleges of underserved students in the academic middle. AVID is carried out via a data-driven system presented by the AVID Center using professional development for staff and a rigorous curriculum and tutorial support for students. AVID takes place during the school day as an elective class in the secondary grades (7 & 12) and has recently expanded to include some elementary grades. AVID sites are administered by an AVID Administrator who oversees the program at the building level, an AVID Coordinator who facilitates the documentation needed by the program, and the AVID site team. The AVID site team consists of the AVID Administrator, the AVID Coordinator, and the AVID elective teachers.

Impact Level: High Impact - Inside

Focus: Specific

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

Content Literacy Sessions

The after school content literacy sessions will be held in the media center by the district literacy coaches. These are to deepen the understanding of the use of metacognitive conversations in the classroom in order to impact student achievement. They will provide schema for metacognitive conversations and its role in secondary classrooms, modeling and collaborative conversations about the use of making thinking visible, teacher application of making thinking visible in the classroom through evidence of student work, teacher and student reflection.

Impact Level: High Impact - Inside

Focus: General

Cultural Competency

Teachers will incorporate the IPS Culture Imperatives into their classroom instruction and management throughout the school year and participate in a building-level 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

ECA Campus Plan

Administration and the School Improvement team will participate in disaggregating benchmark and scrimmage reports as a guide for lesson planning, campus wide word wall using high frequency testing words, PD on Content Literacy, an ECA plan for all 10th grade students, using SRI data to guide instruction, after school tutoring and a focus in Special Education on Team Teaching. ELA 10 and Alg 1 teachers implement these activities in their classes and the SI team develops and communicates the needs. These activities have taken place all year with a tighter focus on the 6 weeks before the ECA in May.

Impact Level: High Impact - Inside

Focus: Specific

Fusion Reading

Fusion Reading is a two year program designed to improve the reading skills of struggling high school students. It provides students with the skills they need to quickly become competent readers. It introduces students to award-winning books that are relevant to their lives and the problems they face. The program's goal is ambitious: to turn non-readers into individuals who devour books and the knowledge they contain. The program is implemented by the Reading and Inclusion teacher. It is taught four times a day and uses materials provided by Kansas University Learning and Research Center. It is a scripted reading program that has been successfully used in an urban setting.

Impact Level: High Impact - Outside

Focus: Specific

International Baccalaureate Programme

The Diploma Programme (DP) is a comprehensive two-year curriculum for highly motivated students in grades 11 and 12. It is a Magnet School option for Indianapolis Public Schools. The IB Diploma Programme has earned the reputation as a pre-university course of study, and IB Diploma holders have access to universities around the world. The program is comprised of six subject areas: Language A1 (mother tongue); Language B (Spanish or French); Individuals and Society, Mathematics and Computer Science, Experimental Science, and the Arts. Students specialize in three areas and minor the remaining three. Additionally, students engage in the development and writing of the Extended Essay (4000 words), a Theory of Knowledge course, and 150 hours of a self-selected and designed Creativity, Action, and Service Project. These activities are at the core of the program. Senior students are assessed internally before sitting for their External Exams in the six areas each May. The External Exams are given in an off-campus setting for three weeks in May. Some exams are scheduled for as long as two hours and thirty minutes. The IB Faculty can serve as invigilators (proctors) but not for their specific subject. Students who earn marks of five or more on the exams are usually granted university credit. Students applying for the IB Diploma Programme in grade 11 must interview prior to being admitted and meet course requirements. Currently, we have four senior IB students, and seven junior IB students. Persons responsible for the program include: Mrs. Billie Moore, Magnet Director, Mr. Lawrence Yarrell, Principal, Ms. Barbara Mebane, Coordinator, and the International Baccalaureate Faculty.

Impact Level: High Impact - Inside

Focus: Specific

Math and ELA Tutoring

Administrators and Title I teachers offer after school math and ELA tutoring from 2:45 to 4:00pm two days per week. The tutoring is open to all students. This tutoring will change to an algebra I and English 10 ECA (end of course assessment) tutorial starting the last week of March. A series of 6 lessons pertaining to the ECA will roll out before the actual test.

Impact Level: High Impact - Inside

Focus: Specific

Read 180

Students in grades 11-12 who are struggling readers will be taught using the Read 180 Program. Students are scheduled by the counselor to be in Read 180 one period per day. The class is teacher-led and computer-based. One group receives teacher instruction, one group reads independently, and one group is utilizing the computer for instruction during the class period.

Impact Level: High Impact - Outside

Focus: Specific

School Improvement Team

The SI Team consists of a Data Coach, Literacy Coach, Math Coach, Special Education Coach and a Cadre member. During In-House PD, the Data coach provides teachers with data as well as working with teachers to teach them how to analyze data. The data results are then used to change teaching to meet the students needs. Assessment data on academics, instruction, student engagement, and learning styles are some of the data points. The Literacy, Math and Special Education coaches work directly with the teachers in the classrooms on demonstration lessons, teaching strategies, differentiated instructional strategies, observe and provide feedback to students, give in-class support or work with teachers on intervention plans as some of their responsibilities. The Cadre member works with the coaches to support in the classrooms and to help develop idea, strategies, etc. The team reports to the administration at Northwest and is on the campus typically 2 days a week for the entire year.

Impact Level: High Impact - Inside

Focus: General

SpringBoard

ELA teachers use Springboard as their curriculum as directed in district pacing guides (skeleton maps). Spring Board is an English/language arts curriculum for grades 7-12, written by College Board/AP publishers, that provides college readiness instruction within an accessible and rigorous framework. Spring Board supports the Indiana Core 40 diploma by providing relevant readings, interactive classroom strategies for learning, and strong, interesting and varied assessment projects wherein students may build meaningful understandings. Spring Board aligns with state and national instructional standards.

Impact Level: High Impact - Inside

Focus: General

Student Graduation Plan

The 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

Vocabulary Building

Working with individual teachers at least once per year, our SI Team Coaches provide demonstration lessons on the use of content area and high-frequency direction words from Bloom's Taxonomy. Daily, administrators alternate class periods in which students review a different high-frequency word in unison throughout the building and then these terms and extended vocabulary activities are embedded in a variety of course lessons.

Impact Level: High Impact - Inside

Focus: General

Word Walls

Word walls are posted in every classroom, in our cafeteria, the Principal's office, the Dean's office and the Main office. Each teacher has his/her own specific content area word wall posted in their classroom. Constant visual attention to these content area and high-frequency direction words will help students to easily identify these words, while learning the meaning of these words in their classrooms.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

A. Parent Involvement: Parent Liaison - Academic Workshops for Parents

Parent Liaisons will conduct two academic workshops per month for parents. During the workshops, the parent liaisons will: 1) present strategies that parents can use at home to help their child learn, 2) provide parents with materials that the parents can use at home to support learning, such as flash cards and learning games, and 3) make parents aware of resources in the community that support student learning. This strategy will incorporate strong collaboration with community resources in the following way: 1) providing services to our families through community outreach and community partner programs; 2) providing workshops that help our families grow at the same rate as our students to prepare families for continuous education; and 3) provide counseling to individuals and families as needed.

Impact Level: Low Impact

Focus: Specific

A. Parent Involvement: Parent Liaison - Home Visits

Parent Liaisons will make ten home visits each month. The home visits will be made 1) at the request of the principal, 2) at the request of the classroom teacher, and 3) as a follow-up to the parent workshop activities. These visits will focus on student attendance issues, follow up on helping their child with academic strategies, behavior issues and/or other topics that the principal or teacher might request.

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Parent-in-Touch Day

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

B. Educator Training for Parent Involvement

The parent liaison will share a PowerPoint presentation during staff meetings once per grading quarter to share strategies for dealing effectively and engaging with parents.

Impact Level: High Impact - Outside

Focus: General

D. Curriculum Mapping

Reviewers: To read about the school's curriculum mapping strategy, please refer to Strategy F - Encourage Rigorous Curriculum: Curriculum Mapping.

Impact Level: High Impact - Inside

Focus: General

E. Parent Information Resource Center Website

The school will disseminate information about the Indiana Parent Information Resource Center website (found at www.fscp.org) through their Title I Brochure, their school website, and the school's Parent Involvement Policy.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Mapping

This strategy provides an enriched and accelerated curriculum for students. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's curriculum rigor. Teachers will use the Rubicon Atlas software to develop individual maps in ELA, Math, Soc. Stu., Art, Music and PE for the school year. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: Promoting Enrollment and Performance in College Level Courses.

To promote enrollment in college level courses, Northwest High School recruits students to participate in the IB program.

1)Wesend representatives to participate in the IPS Magnet Fair in November. 2)The IB staff holds Parent/Student Information nights twice a year. 3)Our IB coordinator works with counselors and teachers to improve the process of identifying good student candidates.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: Promoting Enrollment and Performance in the Honors Plus and Honors Courses

To promote enrollment in Honors Courses, Northwest High School recruits students to participate in Honors Courses.

1)Teachers and counselors put together an informative program. 2)Throughout the year, honors students will make their work visible to the school and throughout the community. 3)Counselors meet with identified students (based on standardized assessments, grades, and teacher recommendation) to encourage them to enroll in Honors and Honors Plus courses.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Literacy Across the Curriculum

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate. 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

J. Instruction by Highly Qualified Teachers

The principal will maintain a list of all teachers in the building that shows 1) whether or not each teacher holds a valid Indiana teaching license, and 2) the method each teacher has used to demonstrate subject matter knowledge.(PRAXIS, NTE, HOUSSE, CAS). The principal will only interview highly qualified teachers from the list provided by central office for openings that exist in the school. To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessional, 2) help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals. Also, we will make parents aware of the school's progress in employing all high qualified teachers and professionals by informing them at the first parent meeting of the school year.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

The IPS Human Resources Department implements strategies each year on behalf of the schools to attract highly qualified teachers to our district. The school will support this by 1) assisting the IPS Human Resources Department as requested in their effort to attract highly qualified teachers, 2) verifying that all teachers on the list of teacher candidates provided by the IPS Human Resources Department are highly qualified, and 3) interviewing only highly qualified teachers from the list provided. To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students, and 3) encourage our highly qualified teachers to stay at our school by 1) providing a supportive and caring environment, and 2) providing professional development opportunities.

Impact Level: High Impact - Inside

Focus: General

M. Parent Notice - Assessment Results

Classroom teachers will continue to send home regular 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 - Outside

Focus: Specific

Q. School-Parent Involvement Policy

The school will 1) ensure that the Parent Involvement Policy meets all criteria listed on the School Parent Involvement Policy Checklist distributed by the Indiana Department of Education in the Title I Cycle 2 Monitoring Letter, 2) ask parents to review and, if necessary, revise the Parent Involvement Policy during the Annual Parent Meeting, and 3) distribute the Parent Involvement Policy to all parents during the first month of school.

Impact Level: High Impact - Outside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The school will verify that the district has sent a letter to all parents to let them know that they have the right to request information about the qualifications of their child's teachers and paraprofessionals.

Impact Level: High Impact - Inside

Focus: General

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

The school will send a notice to parents if their child has been taught by a "non-highly qualified" teacher for four or more weeks.

Impact Level: High Impact - Inside

Focus: General

S. School-Parent Compact

The school will 1) ensure that the School-Parent Compact meets all criteria listed on the School-Parent Compact Checklist distributed by the Indiana Department of Education as part of the Title I, Cycle 2 Monitoring Letter, 2) discuss the School-Parent Compact at open house, and 3) distribute the compact to all parents. Parents will agree to and sign the School-Parent Compact at the beginning of the school year.

Impact Level: High Impact - Outside

Focus: General

T. Annual Parent Meeting

Schools will hold an annual parent meeting during the first month of school. All parents will be invited to attend. Parents will be informed about 1) what their child should be learning, 2) how Title I helps students learn (Title I funding received by the school and how it is spent), 3) the School Improvement Plan, 4) parent rights (two parent right-to-know letters, notification of assessment results, and notification if the school is "in improvement,"), 5) how parents can help their children learn (School-Parent Compact, School-Parent Involvement Policy, parent programs, print materials), and 6) upcoming events. Parents will also be asked to discuss their perceptions of the Title I program and complete an evaluation of the Title I Program at the school.

Impact Level: High Impact - Outside

Focus: General

U. Focused Student Group: ELL Student Group

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Once per week, ELL teachers will work with students to facilitate mentoring and tutoring programs. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: Free and Reduced Lunch Student Group

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Title One teachers will stay after school to provide free/reduced lunch students with tutoring in math and language arts from 2:45 until 4:00 p.m. every Tuesday and Thursday and per student request. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education Student Group

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. Special Education Students will be placed in a resource period. During resource period, teachers educate students about their disability (specifically what impact each disability has on learning) and the accommodations listed on their IEPs. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Remediation Plan

The 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.

As part of this strategy, we will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles.

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.

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping

% of teachers using Rubicon Atlas software to develop individual maps

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

I. Focused Academic Area: Literacy Across the Curriculum

% of teachers who implement literacy strategies in their classrooms that are specific for their content area1

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

T. Annual Parent Meeting

Percentage of parents who attend the annual meeting

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
30%	37%		40%	

U. Focused Student Group: ELL Student Group

% of teachers using lessons including modifications and accommodations for ELL students checked on a monthly basis

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
10%	95%		100%	

U. Focused Student Group: Free and Reduced Lunch Student Group

% of teachers who provide tutoring to students as shown in the log from Title One teachers of students tutored that week.

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%	

U. Focused Student Group: Special Education Student Group

% of teachers using lesson plans to accommodate needs of all spec. ed students

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50%	95%		100%	

W. Timely Additional Assistance: Remediation Plan

% of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data Warehouse reports.

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

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

Aug 20, 2010: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
Aug 28, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell
Sep 20, 2010: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
Sep 28, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell
Oct 20, 2010: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
Oct 28, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell
Nov 20, 2010: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
Nov 28, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell
Dec 20, 2010: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
Dec 28, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell
Jan 20, 2011: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
Jan 28, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell
Feb 20, 2011: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
Feb 28, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell
Mar 20, 2011: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
Mar 28, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell
Apr 20, 2011: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
Apr 28, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell
May 20, 2011: Weekly Administrator Walkthroughs **Person:** Lawrence Yarrell
May 28, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Lawrence Yarrell

Annual Parent Meeting

Apr 1, 2010: Collect baseline data: Percentage of parents who attend the annual meeting **Person:**
Jul 1, 2010: Creation of Parent Letter **Person:** Title 1 Coordinator
Jul 22, 2010: Copying and mailing the Parent Letters **Person:** Parent Liason
Jul 27, 2010: Actual mailing of the Parent Letters **Person:** Principal
Jul 29, 2010: Back to school Meeting Packet Copies **Person:** Principal
Aug 2, 2010: Back to school Meeting Packet Assembly **Person:** Principal
Aug 5, 2010: Back to School Meeting **Person:** Title 1 Coordinator
Nov 30, 2010: Collect fall data: Percentage of parents who attend the annual meeting **Person:**
Jun 30, 2011: Collect spring data: Percentage of parents who attend the annual meeting **Person:**

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: Nancy Baker
Sep 1, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Nancy Baker
Sep 1, 2010: Identify non-mastered standards and indicators (b-weekly) **Person:** Nancy Baker
Sep 1, 2010: Use diagnostic data to drive instruction **Person:** Lawrence Yarrell
Oct 1, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Nancy Baker
Oct 1, 2010: Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #1 test results **Person:** Nancy Baker
Oct 1, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Nancy Baker

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

Oct 1, 2010: Use diagnostic data to drive instruction **Person:** Lawrence Yarrell

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

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

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

Nov 1, 2010: Use diagnostic data to drive instruction **Person:** Lawrence Yarrell

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

Dec 1, 2010: Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #2 test results **Person:** Nancy Baker

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

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

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

Dec 1, 2010: Use diagnostic data to drive instruction **Person:** Lawrence Yarrell

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

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

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

Jan 1, 2011: Use diagnostic data to drive instruction **Person:** Lawrence Yarrell

Jan 10, 2011: Make a resource binder of intervention activities used to address Acuity/Benchmark assessments **Person:** Nancy Baker

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

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

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

Feb 1, 2011: Use diagnostic data to drive instruction **Person:** Lawrence Yarrell

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

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

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

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

Mar 1, 2011: Use diagnostic data to drive instruction **Person:** Lawrence Yarrell

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

Apr 1, 2011: Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #4 test results **Person:** Nancy Baker

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

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

Apr 1, 2011: Use diagnostic data to drive instruction **Person:** Lawrence Yarrell

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

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

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

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

May 1, 2011: Use diagnostic data to drive instruction **Person:** Lawrence Yarrell

Cultural Competency

May 1, 2010: Implement a DISTRICT-wide Cultural Competency Action Plan (D-CAAP) that is infused into the District School Improvement Plan and specifically references strategies for reaching African American and Hispanic males. The plan should address curriculum and in **Person:** Staci Fahlsing

May 1, 2010: Implement and plan a structure to insure regular communication with C & I Department, ELL Office, School directors, Title I Director, Special Ed Director, Core Subject directors, school improvement teams, professional development cadres and others involve **Person:** Staci Fahlsing

May 20, 2010: . DEVELOP A DISTRICT-WIDE SELF ASSESSMENT SYSTEM Develop an online administered and scored DISTRICT-wide Self-Assessment instrument / checklist of procedures. Assessments could include interviews, focus groups, surveys and inventories. **Person:** Staci Fahlsing

May 20, 2010: Use OME evaluation procedure to assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** Staci Fahlsing

Jun 1, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and
Person: Staci Fahlsing

Jun 1, 2010: Implement and plan a structure to insure regular communication with C & I Department, ELL Office, School directors, Title I Director, Special Ed Director, Core Subject directors, school improvement teams, professional development cadres and others involve
Person: Staci Fahlsing

Jun 20, 2010: . DEVELOP A DISTRICT-WIDE SELF ASSESSMENT SYSTEM Develop an online administered and scored DISTRICT-wide Self-Assessment instrument / checklist of procedures. Assessments could include interviews, focus groups, surveys and inventories.
Person: Staci Fahlsing

Jun 20, 2010: Use OME evaluation procedure to assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP
Person: Staci Fahlsing

Jul 1, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and
Person: Staci Fahlsing

Jul 1, 2010: Implement and plan a structure to insure regular communication with C & I Department, ELL Office, School directors, Title I Director, Special Ed Director, Core Subject directors, school improvement teams, professional development cadres and others involve
Person: Staci Fahlsing

Jul 20, 2010: . DEVELOP A DISTRICT-WIDE SELF ASSESSMENT SYSTEM Develop an online administered and scored DISTRICT-wide Self-Assessment instrument / checklist of procedures. Assessments could include interviews, focus groups, surveys and inventories.
Person: Staci Fahlsing

Aug 1, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and
Person: Staci Fahlsing

Aug 1, 2010: Implement and plan a structure to insure regular communication with C & I Department, ELL Office, School directors, Title I Director, Special Ed Director, Core Subject directors, school improvement teams, professional development cadres and others involve
Person: Staci Fahlsing

Aug 2, 2010: BUILD AWARENESS OF ADMINISTRATORS Present relevant initial information to administrators at the Superintendent's retreat.
Person: Staci Fahlsing

Aug 3, 2010: BUILD AWARENESS OF ADMINISTRATORS Present relevant initial information to administrators at the Superintendent's retreat.
Person: Staci Fahlsing

Aug 15, 2010: . IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS
Person: Staci Fahlsing

Aug 15, 2010: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to
Person: Staci Fahlsing

Aug 15, 2010: 23. USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION
Person: Staci Fahlsing

Aug 15, 2010: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME
Person: Staci Fahlsing

Aug 20, 2010: . DEVELOP A DISTRICT-WIDE SELF ASSESSMENT SYSTEM Develop an online administered and scored DISTRICT-wide Self-Assessment instrument / checklist of procedures. Assessments could include interviews, focus groups, surveys and inventories.
Person: Staci Fahlsing

Aug 20, 2010: 17. EVALUATE IMPLEMENTATION OF CULTURALLY RESPONSIVE INSTRUCTION CURRICULUM THE HISTORIC JOURNEY PROJECT
Person: Staci Fahlsing

Aug 20, 2010: 18. Intentionally build, develop and sustain a SCHOOL-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant practices while holding h
Person: Staci Fahlsing

Aug 20, 2010: 19. Principals will serve as transformational instructional leaders to empower teachers to create and/or develop a culturally relevant learning environment that produces improved student achievement.
Person: Staci Fahlsing

Aug 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness
Person: Staci Fahlsing

Aug 25, 2010: 14. Incorporate instruction that values the ethnic heritage of students in the classroom and others who may differ from classmates.
Person: Staci Fahlsing

Aug 25, 2010: 16. 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: Staci Fahlsing

Aug 25, 2010: CONDUCT A DISTRICT-WIDE PRE/POST CULTURAL COMPETENCY SELF ASSESSMENT Conduct an online administered and scored pre- and post- district-wide self-assessment/checklist to evaluate progress in delivering a culturally relevant and engag
Person: Staci Fahlsing

Aug 28, 2010: Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings.
Person: Staci Fahlsing

Aug 28, 2010: Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings.
Person: Staci Fahlsing

Sep 1, 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST Provide ongoing support and assistance to schools that request help in implementing district or school-wide plans, or who report resistance from staff members who are reluctant to implement school **Person:** Staci Fahlsing

Sep 1, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles an **Person:** Staci Fahlsing

Sep 1, 2010: PROVIDE TRAINING IN THE USE OF THE DISTRICT-WIDE SELF ASSESSMENT SYSTEM Provide training on how to evaluate status, accept feedback and monitor progress in creating and sustaining a culturally relevant and engaging learning enviro **Person:** Staci Fahlsing

Sep 10, 2010: PARTICIPATE IN THE MEDIA OFFERINGS (TV PROGRAMMING) TO BECOME INFORMED ABOUT CULTURAL COMPETENCY. **Person:** Staci Fahlsing

Sep 15, 2010: . IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** Staci Fahlsing

Sep 15, 2010: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** Staci Fahlsing

Sep 15, 2010: 23. USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** Staci Fahlsing

Sep 15, 2010: Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Staci Fahlsing

Sep 20, 2010: 17. EVALUATE IMPLEMENTATION OF CULTURALLY RESPONSIVE INSTRUCTION CURRICULUM THE HISTORIC JOURNEY PROJECT **Person:** Staci Fahlsing

Sep 20, 2010: 18. Intentionally build, develop and sustain a SCHOOL-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant practices while holding h **Person:** Staci Fahlsing

Sep 20, 2010: 19. Principals will serve as transformational instructional leaders to empower teachers to create and/or develop a culturally relevant learning environment that produces improved student achievement. **Person:** Staci Fahlsing

Sep 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:** Staci Fahlsing

Sep 25, 2010: 14. Incorporate instruction that values the ethnic heritage of students in the classroom and others who may differ from classmates. **Person:** Staci Fahlsing

Sep 25, 2010: 16. 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.16. Incorporate The Historic **Person:** Staci Fahlsing

Sep 25, 2010: Staff members will attend a workshop to Learn how to take the IDI results for both their individual profile and the group profile results to improve instruction in the classroom. **Person:** Staci Fahlsing

Sep 28, 2010: Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** Staci Fahlsing

Sep 28, 2010: Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** Staci Fahlsing

Sep 28, 2010: SELECT DIVERSITY CADRE MEMBERS SELECTED FROM BUILDING TO ATTEND CADRE MEETINGS FOR PROFESSIONAL DEVELOPMENT **Person:** Staci Fahlsing

Oct 1, 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST Provide ongoing support and assistance to schools that request help in implementing district or school-wide plans, or who report resistance from staff members who are reluctant to implement school **Person:** Staci Fahlsing

Oct 1, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles an **Person:** Staci Fahlsing

Oct 1, 2010: PROVIDE TRAINING IN THE USE OF THE DISTRICT-WIDE SELF ASSESSMENT SYSTEM Provide training on how to evaluate status, accept feedback and monitor progress in creating and sustaining a culturally relevant and engaging learning enviro **Person:** Staci Fahlsing

Oct 10, 2010: PARTICIPATE IN THE MEDIA OFFERINGS (TV PROGRAMMING) TO BECOME INFORMED ABOUT CULTURAL COMPETENCY. **Person:** Staci Fahlsing

Oct 15, 2010: . IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** Staci Fahlsing

Oct 15, 2010: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** Staci Fahlsing

Oct 15, 2010: 23. USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** Staci Fahlsing

Oct 15, 2010: Create a Community Council composed of community leaders/ residents and meet to receive information, and provide input and support for district imitative related to cultural competency and multicultural events and issues **Person:** Staci Fahlsing

Oct 15, 2010: CREATE A YOUTH COUNCIL Create a Youth Council of students and meet to hear their input and to provide them with relevant information related to culture and history. **Person:** Staci Fahlsing

Oct 15, 2010: Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Staci Fahlsing

Oct 20, 2010: 17. EVALUATE IMPLEMENTATION OF CULTURALLY RESPONSIVE INSTRUCTION CURRICULUM THE HISTORIC JOURNEY PROJECT **Person:** Staci Fahlsing

Oct 20, 2010: 18. Intentionally build, develop and sustain a SCHOOL-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant practices while holding h **Person:** Staci Fahlsing

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Oct 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:** Staci Fahlsing

Oct 25, 2010: 11. All certified staff to take the Intercultural Development Inventory (IDI) instrument that measures a group and /or individual's cultural competency level. **Person:** Staci Fahlsing

Oct 25, 2010: 14. Incorporate instruction that values the ethnic heritage of students in the classroom and others who may differ from classmates. **Person:** Staci Fahlsing

Oct 25, 2010: 16. 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:** Staci Fahlsing

Oct 28, 2010: Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** Staci Fahlsing

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Nov 8, 2010: SELECT DIVERSITY CADRE MEMBERS SELECTED FROM BUILDING TO ATTEND CADRE MEETINGS FOR PROFESSIONAL DEVELOPMENT **Person:** Staci Fahlsing

Nov 10, 2010: PARTICIPATE IN THE MEDIA OFFERINGS (TV PROGRAMMING) TO BECOME INFORMED ABOUT CULTURAL COMPETENCY. **Person:** Staci Fahlsing

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Dec 7, 2010: SELECT DIVERSITY CADRE MEMBERS SELECTED FROM BUILDING TO ATTEND CADRE MEETINGS FOR PROFESSIONAL DEVELOPMENT **Person:** Staci Fahlsing

Dec 10, 2010: PARTICIPATE IN THE MEDIA OFFERINGS (TV PROGRAMMING) TO BECOME INFORMED ABOUT CULTURAL COMPETENCY. **Person:** Staci Fahlsing

Dec 15, 2010: . IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** Staci Fahlsing

Dec 15, 2010: 20. 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. This should **Person:** Staci Fahlsing

Dec 15, 2010: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** Staci Fahlsing

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Dec 17, 2010: CREATE A YOUTH COUNCIL Create a Youth Council of students and meet to hear their input and to provide them with relevant information related to culture and history. **Person:** Staci Fahlsing

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Jan 15, 2011: PARTICIPATE BY VIEWING THE MLK COMMEMORATION TELEVISED PROGRAM **Person:** Staci Fahlsing

Jan 15, 2011: Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Staci Fahlsing

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Feb 15, 2011: SELECT REPRESENTATIVES TO ATTEND YOUTH SUMMIT Participate in scheduled activities presented by the Office of Multicultural Education and CAM February - Youth Summit **Person:** Staci Fahlsing

Feb 15, 2011: Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Staci Fahlsing

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Mar 1, 2011: 10. USE CULTURALLY COMPETENCY WEBSITE / TOOLKIT Use this website that provides a Cultural Competency Tool Kit with Resources, Teaching Strategies, Information and other materials related to establishing and maintaining a culturally relevant and **Person:** Staci Fahlsing

Mar 1, 2011: 13. PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST Provide ongoing support and assistance to schools that request help in implementing district or school-wide plans, or who report resistance from staff members who are reluctant to implement school **Person:** Staci Fahlsing

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Apr 1, 2011: REPRESENTATIVES ATTEND IPS MULTICLUTURAL INFUSION CONFERENCE **Person:** Staci Fahlsing

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May 10, 2011: PARTICIPATE IN THE MEDIA OFFERINGS (TV PROGRAMMING) TO BECOME INFORMED ABOUT CULTURAL COMPETENCY. **Person:** Staci Fahlsing

May 10, 2011: Prepare an exhibit with artifacts related to multicultural education and participate in scheduled activities at the IPS Multicultural Festival **Person:** Staci Fahlsing

May 15, 2011: . IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** Staci Fahlsing

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May 25, 2011: CONDUCT A DISTRICT-WIDE PRE/POST CULTURAL COMPETENCY SELF ASSESSMENT Conduct an online administered and scored pre- and post- district-wide self-assessment/checklist to evaluate progress in delivering a culturally relevant and engage **Person:** Staci Fahlsing

May 28, 2011: Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** Staci Fahlsing

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Jun 1, 2011: 13. PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST Provide ongoing support and assistance to schools that request help in implementing district or school-wide plans, or who report resistance from staff members who are reluctant to implement school **Person:** Staci Fahlsing

Jun 15, 2011: . IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** Staci Fahlsing

Oct 1, 2011: Attend a workshop presentation on the Historic Journey DVD Project lessons **Person:** Staci Fahlsing

Curriculum Mapping

Aug 1, 2010: Reviewers: To read about the school's curriculum mapping strategy, please refer to Strategy F - Encourage Rigorous Curriculum: Curriculum Mapping. **Person:** Rose Glauberman

Educator Training for Parent Involvement

May 18, 2010: Create curriculum for Educator Training for Parent Involvement **Person:** Jamie Rickard

Aug 12, 2010: Present and teach parent involvement protocol **Person:** Jamie Rickard

Encourage Rigorous Curriculum

Apr 1, 2010: Collect baseline data: % of teachers using Rubicon Atlas software to develop individual maps **Person:** Lawrence Yarrell

Apr 30, 2010: Meet with counselors to identify candidate students **Person:** Sheila Akinleye

Aug 16, 2010: Select Representatives to attend IPS Magnet Fair **Person:** Brad Braxton

Aug 30, 2010: Teach unit on succeeding in AP courses **Person:** Jamie Rickard

Sep 1, 2010: Current upperclassmen who are taking college - level courses meet with and talk to underclassmen during FA periods to encourage participation. **Person:** Julie Dutcher

Sep 1, 2010: Ensure appropriate teacher training and requirements are being met for AP and Dual Credit Offerings **Person:** Jamie Rickard

Sep 1, 2010: IB Coordinator and Counselors meet with and review teacher recommendations for AP and IB candidates **Person:** NHS IB Director

Sep 1, 2010: Measure level of interest: % of students who fill out interest cards as a part of the FA mentor conversations that occur every 9 weeks. **Person:** Julie Dutcher

Sep 1, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Lawrence Yarrell

Sep 1, 2010: Visual Arts Curriculum Map Training **Person:** Visual Arts Teachers

Sep 1, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Lawrence Yarrell

Sep 1, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Lawrence Yarrell

Sep 15, 2010: Collect baseline data: % of students enrolled in College Level Courses in Fall 2010 **Person:** S. Sclinev

Sep 15, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Sep 15, 2010: IB staff holds parent and student information nights twice a year. **Person:** NHS IB Magnet Director

Sep 15, 2010: Measure parent/student interest: % of parents attending parent/student interest meeting. **Person:** NHS IB Magnet Director

Sep 15, 2010: Meet with counselors and AP/Dual Credit teachers to evaluate student placement and goals for program **Person:** Jamie Rickard

Sep 15, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Sep 20, 2010: Student meetings to offer the AP/IB course offerings and dual credit courses **Person:** Angela Allen

Oct 1, 2010: Current upperclassmen who are taking college - level courses meet with and talk to underclassmen during FA periods to encourage participation. **Person:** Julie Dutcher

Oct 1, 2010: Ensure appropriate teacher training and requirements are being met for AP and Dual Credit Offerings **Person:** Jamie Rickard

Oct 1, 2010: IB Coordinator and Counselors meet with and review teacher recommendations for AP and IB candidates **Person:** NHS IB Director

Oct 1, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Lawrence Yarrell

Oct 1, 2010: Social Studies Curriculum Map Training **Person:** Social Studies Teachers

Oct 1, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Lawrence Yarrell

Oct 1, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Lawrence Yarrell

Oct 15, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Oct 15, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Oct 24, 2010: Throughout the year, honors students will make their work visible to the school and throughout the community **Person:** Jamie Rickard

Nov 1, 2010: Current upperclassmen who are taking college - level courses meet with and talk to underclassmen during FA periods to encourage participation. **Person:** Julie Dutcher

Nov 1, 2010: Ensure appropriate teacher training and requirements are being met for AP and Dual Credit Offerings **Person:** Jamie Rickard

Nov 1, 2010: IB Coordinator and Counselors meet with and review teacher recommendations for AP and IB candidates **Person:** NHS IB Director

Nov 1, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Lawrence Yarrell

Nov 1, 2010: Vocal Music Curriculum Map Training **Person:** Vocal Music Teachers

Nov 1, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Lawrence Yarrell

Nov 1, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Lawrence Yarrell

Nov 3, 2010: Measure level of interest: % of students who fill out interest cards as a part of the FA mentor conversations that occur every 9 weeks. **Person:** Julie Dutcher

Nov 15, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Nov 15, 2010: PS Magnet Fair Representation **Person:** NHS IB Magnet Director

Nov 15, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Nov 22, 2010: Student meetings to offer the AP/IB course course offerings and dual credit courses **Person:** Angela Allen

Nov 30, 2010: Collect fall data: % of teachers using Rubicon Atlas software to develop individual maps **Person:** Lawrence Yarrell

Dec 1, 2010: Current upperclassmen will who are taking college - level courses meet with and talk to underclassmen during FA periods to encourage participation. **Person:** Julie Dutcher

Dec 1, 2010: Ensure appropriate teacher training and requirements are being met for AP and Dual Credit Offerings **Person:** Jamie Rickard

Dec 1, 2010: IB Coordinator and Counselors meet with and review teacher recommendations for AP and IB candidates **Person:** NHS IB Director

Dec 1, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Lawrence Yarrell

Dec 1, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Lawrence Yarrell

Dec 1, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Lawrence Yarrell

Dec 15, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Dec 15, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Dec 26, 2010: Throughout the year, honors students will make their work visible to the school and throughout the community **Person:** Jamie Rickard

Jan 1, 2011: Current upperclassmen will who are taking college - level courses meet with and talk to underclassmen during FA periods to encourage participation. **Person:** Julie Dutcher

Jan 1, 2011: Ensure appropriate teacher training and requirements are being met for AP and Dual Credit Offerings **Person:** Jamie Rickard

Jan 1, 2011: IB Coordinator and Counselors meet with and review teacher recommendations for AP and IB candidates **Person:** NHS IB Director

Jan 1, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Lawrence Yarrell

Jan 1, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Lawrence Yarrell

Jan 1, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Lawrence Yarrell

Jan 5, 2011: Measure level of interest: % of students who fill out interest cards as a part of the FA mentor conversations that occur every 9 weeks. **Person:** Julie Dutcher

Jan 15, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Jan 15, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Jan 24, 2011: Student meetings to offer the AP/IB course course offerings and dual credit courses **Person:** Angela Allen

Feb 1, 2011: Current upperclassmen will who are taking college - level courses meet with and talk to underclassmen during FA periods to encourage participation. **Person:** Julie Dutcher

Feb 1, 2011: Ensure appropriate teacher training and requirements are being met for AP and Dual Credit Offerings **Person:** Jamie Rickard

Feb 1, 2011: IB Coordinator and Counselors meet with and review teacher recommendations for AP and IB candidates **Person:** NHS IB Director

Feb 1, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Lawrence Yarrell

Feb 1, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Lawrence Yarrell

Feb 1, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Lawrence Yarrell

Feb 15, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Feb 15, 2011: IB staff holds parent and student information nights twice a year. **Person:** NHS IB Magnet Director

Feb 15, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Feb 27, 2011: Throughout the year, honors students will make their work visible to the school and throughout the community **Person:** Jamie Rickard

Mar 1, 2011: Current upperclassmen will who are taking college - level courses meet with and talk to underclassmen during FA periods to encourage participation. **Person:** Julie Dutcher

Mar 1, 2011: Ensure appropriate teacher training and requirements are being met for AP and Dual Credit Offerings **Person:** Jamie Rickard

Mar 1, 2011: IB Coordinator and Counselors meet with and review teacher recommendations for AP and IB candidates **Person:** NHS IB Director

Mar 1, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Lawrence Yarrell

Mar 1, 2011: Teachers and counselors work meet to analyze and improve the process of identifying potential students for college level courses. **Person:** S. Schneirov

Mar 1, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Lawrence Yarrell

Mar 1, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Lawrence Yarrell

Mar 9, 2011: Measure level of interest: % of students who fill out interest cards as a part of the FA mentor conversations that occur every 9 weeks. **Person:** Julie Dutcher

Mar 15, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Mar 15, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Mar 20, 2011: Post AP and Dual Credit Teaching opportunities for staff **Person:** Jamie Rickard

Mar 28, 2011: Student meetings to offer the AP/IB course offerings and dual credit courses **Person:** Angela Allen

Apr 1, 2011: Current upperclassmen will who are taking college - level courses meet with and talk to underclassmen during FA periods to encourage participation. **Person:** Julie Dutcher

Apr 1, 2011: Ensure appropriate teacher training and requirements are being met for AP and Dual Credit Offerings **Person:** Jamie Rickard

Apr 1, 2011: IB Coordinator and Counselors meet with and review teacher recommendations for AP and IB candidates **Person:** NHS IB Director

Apr 1, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Lawrence Yarrell

Apr 1, 2011: Throughout the year, honors students will make their work visible to the school and throughout the community **Person:** Jamie Rickard

Apr 1, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Lawrence Yarrell

Apr 1, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Lawrence Yarrell

Apr 15, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Apr 15, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Apr 29, 2011: Host Student Achievement Night for AP and Dual Credit displays **Person:** Jamie Rickard

May 1, 2011: Current upperclassmen will who are taking college - level courses meet with and talk to underclassmen during FA periods to encourage participation. **Person:** Julie Dutcher

May 1, 2011: Ensure appropriate teacher training and requirements are being met for AP and Dual Credit Offerings **Person:** Jamie Rickard

May 1, 2011: IB Coordinator and Counselors meet with and review teacher recommendations for AP and IB candidates **Person:** NHS IB Director

May 1, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Lawrence Yarrell

May 1, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Lawrence Yarrell

May 1, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Lawrence Yarrell

May 15, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

May 15, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Jun 30, 2011: Collect spring data: % of teachers using Rubicon Atlas software to develop individual maps **Person:** Lawrence Yarrell

Focused Academic Area

Apr 1, 2010: Collect baseline data: % of teachers who implement literacy strategies in their classrooms that are specific for their content area1 **Person:** Lawrence Yarrell

Jun 15, 2010: MATH â New Math Materials Training (June or July) - Voluntary **Person:** Lawrence Yarrell

Jul 15, 2010: MATH â New Math Materials Training (June or July) - Voluntary **Person:** Lawrence Yarrell

Jul 30, 2010: ENGLISH - New / Advanced Teacher Training for SpringBoard Implementation (Grades 7-12) **Person:** Lawrence Yarrell

Aug 26, 2010: ENGLISH â Data and Best Practices Workshop 1 for Grades 7-10 **Person:** Lawrence Yarrell

Sep 1, 2010: MATH â Algebra I Workshop 1 **Person:** Lawrence Yarrell

Sep 15, 2010: MATH â Algebra I Partner Meetings **Person:** Lawrence Yarrell

Oct 1, 2010: READING â Data and Best Practices Workshop 1 or Grades 7-9 **Person:** Lawrence Yarrell

Oct 15, 2010: MATH â Algebra I Partner Meetings **Person:** Lawrence Yarrell

Nov 1, 2010: MATH â Algebra Workshop 2 **Person:** Lawrence Yarrell
Nov 4, 2010: ENGLISH â Data and Best Practices Workshop 2 for Grades 7-10 **Person:** Lawrence Yarrell
Nov 15, 2010: MATH â Algebra I Partner Meetings **Person:** Lawrence Yarrell
Nov 30, 2010: Collect fall data: % of teachers who implement literacy strategies in their classrooms that are specific for their content area1 **Person:** Lawrence Yarrell
Dec 15, 2010: MATH â Algebra I Partner Meetings **Person:** Lawrence Yarrell
Jan 6, 2011: ENGLISH â Data and Best Practices Workshop 3 for Grades 7-10 **Person:** Lawrence Yarrell
Jan 10, 2011: MATH â Algebra Workshop 3 **Person:** Lawrence Yarrell
Jan 15, 2011: MATH â Algebra I Partner Meetings **Person:** Lawrence Yarrell
Feb 1, 2011: READING â Data and Best Practices Workshop 2 for Grades 7-9 **Person:** Lawrence Yarrell
Feb 15, 2011: MATH â Algebra I Partner Meetings **Person:** Lawrence Yarrell
Mar 15, 2011: MATH â Algebra I Partner Meetings **Person:** Lawrence Yarrell
Apr 1, 2011: READING â Data and Best Practices Workshop 3 for Grades 7-9 - Voluntary **Person:** Lawrence Yarrell
Apr 15, 2011: MATH â Algebra I Partner Meetings **Person:** Lawrence Yarrell
May 15, 2011: MATH â Algebra I Partner Meetings **Person:** Lawrence Yarrell
Jun 30, 2011: Collect spring data: % of teachers who implement literacy strategies in their classrooms that are specific for their content area1 **Person:** Lawrence Yarrell

Focused Student Group

Apr 1, 2010: Collect baseline data: **Person:**
Apr 1, 2010: Collect baseline data: % of teachers using lesson plans to accommodate needs of all spec. ed students **Person:**
Apr 1, 2010: Collect baseline data: % of teachers using lessons including modifications and accommodations for ELL students checked on a monthly basis **Person:** Rebecca Crosbie
Apr 1, 2010: Collect baseline data: % of teachers who provide tutoring to students as shown in the log from Title One teachers of students tutored that week. **Person:** Kim Dax
Apr 5, 2010: Sped Teachers will work with counselors to schedule sped students into resource periods. **Person:** Sarah Presley
Jul 1, 2010: ENL teachers will gather literature & materials that will help teachers in developing appropriate lessons and materials for limited English proficient students. **Person:** Rebecca Crosbie, Rosa Ramos
Jul 1, 2010: Special Education teachers will research and gather materials for use with special education students to educate them about their own disabilities, thus helping them to advocate for themselves. **Person:** Sarah Presley
Aug 9, 2010: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley
Aug 11, 2010: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrell
Aug 12, 2010: Adapting lessons for ELL students **Person:** Rebecca Crosbie
Aug 12, 2010: ELL teachers & bilingual assistants will work one-on-one with students to monitor their progress in content area classes & assist them with additional help during ELL class or after school. **Person:** Rebecca Crosbie, Rosa Ramos, Tracey Hart, Carmen Rodriguez, Lourdes, Morales
Aug 13, 2010: Teachers will be selected for after school programs **Person:** Lawrence Yarrell
Aug 16, 2010: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrell
Aug 16, 2010: Create a tutoring schedule with teachers **Person:** Kim Dax
Aug 16, 2010: ELL teachers will develop Individual Learning Plans for each ELL student. Students will review the plan with the ELL teachers to discuss plans for achieving goals. **Person:** Rebecca Crosbie, Rosa Ramos
Aug 16, 2010: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie
Aug 16, 2010: Meet with Title One Teachers **Person:** Kim Dax
Aug 16, 2010: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Sarah Presley
Aug 16, 2010: Special Ed. Students will be assigned a resource period where Special Ed. teachers will work one-on-one with students to discuss individual disabilities develop plans & goals for achieving academic success. **Person:** Sarah Presley
Aug 20, 2010: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie
Sep 1, 2010: Collect weekly logs from teachers **Person:** Kim Dax
Sep 9, 2010: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley
Sep 11, 2010: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrell
Sep 14, 2010: Workshop on techniques for effectively teaching ELL students. **Person:** Rebecca Crosbie
Sep 16, 2010: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrell

Sep 16, 2010: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie

Sep 17, 2010: Parents will be informed of after school tutoring possibilities through ConnectEd calls and Information on IPS Online for Parents **Person:** Kim Dax

Sep 20, 2010: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie

Oct 1, 2010: Collect weekly logs from teachers **Person:** Kim Dax

Oct 9, 2010: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley

Oct 11, 2010: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrel

Oct 15, 2010: Teachers will be selected for after school programs **Person:** Lawrence Yarrell

Oct 16, 2010: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrel

Oct 16, 2010: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie

Oct 20, 2010: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie

Oct 20, 2010: Goodwill Industries: working with special needs students and students' rights **Person:** Mike Harmon

Oct 28, 2010: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Angela Allen

Nov 1, 2010: Collect weekly logs from teachers **Person:** Kim Dax

Nov 9, 2010: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley

Nov 11, 2010: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrel

Nov 16, 2010: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrel

Nov 16, 2010: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie

Nov 19, 2010: Parents will be informed of after school tutoring possibilities through ConnectEd calls and Information on IPS Online for Parents **Person:** Kim Dax

Nov 20, 2010: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie

Nov 22, 2010: Regular attendees of after school tutoring will be monitored for success and improvement rates **Person:** Angela Allen

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: % of teachers using lesson plans to accommodate needs of all spec. ed students **Person:**

Nov 30, 2010: Collect fall data: % of teachers using lessons including modifications and accommodations for ELL students checked on a monthly basis **Person:** Rebecca Crosbie

Nov 30, 2010: Collect fall data: % of teachers who provide tutoring to students as shown in the log from Title One teachers of students tutored that week. **Person:** Kim Dax

Dec 1, 2010: Collect weekly logs from teachers **Person:** Kim Dax

Dec 9, 2010: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley

Dec 11, 2010: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrel

Dec 16, 2010: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrel

Dec 16, 2010: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie

Dec 17, 2010: Teachers will be selected for after school programs **Person:** Lawrence Yarrell

Dec 20, 2010: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie

Dec 30, 2010: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Angela Allen

Jan 9, 2011: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley

Jan 10, 2011: Collect weekly logs from teachers **Person:** Kim Dax

Jan 11, 2011: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrel

Jan 16, 2011: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrel

Jan 16, 2011: ELL teachers and students will review the Individual Learning Plans and make adjustments as needed. **Person:** Rebecca Crosbie, Rosa Ramos

Jan 16, 2011: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie

Jan 20, 2011: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie

Jan 21, 2011: Parents will be informed of after school tutoring possibilities through ConnectEd calls and Information on IPS Online for Parents **Person:** Kim Dax

Jan 24, 2011: Regular attendees of after school tutoring will be monitored for success and improvement rates **Person:** Angela Allen

Feb 1, 2011: Collect weekly logs from teachers **Person:** Kim Dax

Feb 9, 2011: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley

Feb 11, 2011: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrel

Feb 16, 2011: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrel

Feb 16, 2011: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie

Feb 18, 2011: Teachers will be selected for after school programs **Person:** Lawrence Yarrell

Feb 20, 2011: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie

Mar 1, 2011: Collect weekly logs from teachers **Person:** Kim Dax

Mar 3, 2011: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Angela Allen

Mar 9, 2011: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley

Mar 11, 2011: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrel

Mar 16, 2011: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrel

Mar 16, 2011: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie

Mar 16, 2011: IUPUI: Programs and procedures used with special needs students **Person:** Phyllis Bryant

Mar 20, 2011: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie

Mar 25, 2011: Parents will be informed of after school tutoring possibilities through ConnectEd calls and Information on IPS Online for Parents **Person:** Kim Dax

Mar 28, 2011: Regular attendees of after school tutoring will be monitored for success and improvement rates **Person:** Angela Allen

Apr 1, 2011: Collect weekly logs from teachers **Person:** Kim Dax

Apr 9, 2011: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley

Apr 11, 2011: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrel

Apr 16, 2011: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrel

Apr 16, 2011: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie

Apr 20, 2011: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie

May 1, 2011: Collect spring data: A log from Title One teachers of students tutored that week. **Person:** Kim Dax

May 5, 2011: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Angela Allen

May 9, 2011: Special Education teachers will consult one on one with content area teachers concerning questions/appropriate techniques to use in working with special needs students. **Person:** Sarah Presley

May 11, 2011: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Larry Yarrel

May 16, 2011: Administrators will observe implementation of appropriate techniques for ELL students in lesson plans and instruction. **Person:** Larry Yarrel

May 16, 2011: ENL teachers will offer one on one consultation with teachers to offer assistance in adaptation of lessons for ELL students. **Person:** Rebecca Crosbie

May 20, 2011: ELL teachers will work with ELL students weekly for tutoring and mentoring **Person:** Rebecca Crosbie

May 30, 2011: Regular attendees of after school tutoring will be monitored for success and improvement rates **Person:** Angela Allen

Jun 1, 2011: Collect weekly logs from teachers **Person:** Kim Dax

Jun 30, 2011: Collect spring data: **Person:**

Jun 30, 2011: Collect spring data: % of teachers using lesson plans to accommodate needs of all spec. ed students **Person:**

Jun 30, 2011: Collect spring data: % of teachers using lessons including modifications and accommodations for ELL students checked on a monthly basis **Person:** Rebecca Crosbie

Jun 30, 2011: Collect spring data: % of teachers who provide tutoring to students as shown in the log from Title One teachers of students tutored that week. **Person:**

Parent Involvement

Apr 1, 2010: Collect baseline data: Parental involvement (count actual parent attendance at Pioneer Night, Back to School Night, Title One Parent Meetings, Community Meetings, Parent Information Meetings) **Person:**

Jun 1, 2010: Parent liason must attend workshop on Parents and Academic involvement **Person:** Parent Liason

Aug 1, 2010: Connect Ed message to all parents on Parental Home Visit Program **Person:** Parent Liason

Aug 1, 2010: Monthly meetings with parent reports **Person:** Luis Morales

Aug 1, 2010: Monthly reports and evaluation **Person:** Parent Liason

Aug 1, 2010: Parental recruitment and interviews **Person:** Parent Liason

Aug 1, 2010: Promotion of Parental Home Visit with the use of application, brochures, and posters. **Person:** Parent Liason

Aug 10, 2010: Parent Information Open House for collection of roster. **Person:** Parent Liason

Aug 20, 2010: Teacher/Parent Liaison planning preparation meetings **Person:** Parent Liason

Sep 1, 2010: Academic worksheets for parents **Person:** Parent Liason

Sep 1, 2010: Attendance data on Workshops **Person:** Parent Liason

Sep 1, 2010: Monthly reports and evaluation **Person:** Parent Liason

Sep 1, 2010: Monthly roster check-ups with parental visitors and families **Person:** Parent Liason

Sep 1, 2010: Parent Liason will conduct 10 home visits per month **Person:** Parent Liason

Sep 1, 2010: Parent meeting (two per month) **Person:** Parent Liason

Sep 1, 2010: Semester reports with Administration and SBDM. Review and implement new ideas. **Person:** Parent Liason

Sep 1, 2010: Spanish translations available on all handouts and materials. **Person:** Parent Liason

Sep 15, 2010: Monthly parental reports and phone calls. **Person:** Parent Liason

Sep 15, 2010: Spanish translations available on all handouts and materials. **Person:** Parent Liason

Sep 15, 2010: Student Progress Report **Person:** Parent Liason

Sep 20, 2010: Teacher/Parent Liaison planning preparation meetings **Person:** Parent Liason

Oct 1, 2010: Academic worksheets for parents **Person:** Parent Liason

Oct 1, 2010: Monthly reports and evaluation **Person:** Parent Liason

Oct 1, 2010: Monthly roster check-ups with parental visitors and families **Person:** Parent Liason

Oct 1, 2010: Parent Liason will conduct 10 home visits per month **Person:** Parent Liason

Oct 1, 2010: Parent meeting (two per month) **Person:** Parent Liason

Oct 1, 2010: Spanish translations available on all handouts and materials. **Person:** Parent Liason

Oct 6, 2010: Attendance data on Workshops **Person:** Parent Liason

Oct 15, 2010: Monthly parental reports and phone calls. **Person:** Parent Liason

Oct 15, 2010: Spanish translations available on all handouts and materials. **Person:** Parent Liason

Oct 20, 2010: Teacher/Parent Liaison planning preparation meetings **Person:** Parent Liason

Nov 1, 2010: Academic worksheets for parents **Person:** Parent Liason

Nov 1, 2010: Monthly reports and evaluation **Person:** Parent Liason

Nov 1, 2010: Monthly roster check-ups with parental visitors and families **Person:** Parent Liason

Nov 1, 2010: Parent Liason will conduct 10 home visits per month **Person:** Parent Liason

Nov 1, 2010: Parent meeting (two per month) **Person:** Parent Liason

Nov 1, 2010: Spanish translations available on all handouts and materials. **Person:** Parent Liason

Nov 3, 2010: Attendance data on Workshops **Person:** Parent Liason

Nov 15, 2010: Monthly parental reports and phone calls. **Person:** Parent Liason

Nov 15, 2010: Spanish translations available on all handouts and materials. **Person:** Parent Liason

Nov 17, 2010: Student Progress Report **Person:** Parent Liason

Nov 20, 2010: Teacher/Parent Liaison planning preparation meetings **Person:** Parent Liason

Nov 30, 2010: Collect fall data: Parental involvement (count actual parent attendance at Pioneer Night, Back to School Night, Title One Parent Meetings, Community Meetings, Parent Information Meetings) **Person:**

Dec 1, 2010: Academic worksheets for parents **Person:** Parent Liason

Dec 1, 2010: Attendance data on Workshops **Person:** Parent Liason

Dec 1, 2010: Monthly reports and evaluation **Person:** Parent Liason

Dec 1, 2010: Monthly roster check-ups with parental visitors and families **Person:** Parent Liason

Dec 1, 2010: Parent Liason will conduct 10 home visits per month **Person:** Parent Liason

Dec 1, 2010: Parent meeting (two per month) **Person:** Parent Liason

Dec 1, 2010: Spanish translations available on all handouts and materials. **Person:** Parent Liason

Dec 15, 2010: Monthly parental reports and phone calls. **Person:** Parent Liason

Dec 15, 2010: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Dec 20, 2010: Teacher/Parent Liaison planning preparation meetings **Person:** Parent Liaison
Jan 1, 2011: Academic worksheets for parents **Person:** Parent Liaison
Jan 1, 2011: Monthly reports and evaluation **Person:** Parent Liaison
Jan 1, 2011: Monthly roster check-ups with parental visitors and families **Person:** Parent Liaison
Jan 1, 2011: Parent Liaison will conduct 10 home visits per month **Person:** Parent Liaison
Jan 1, 2011: Parent meeting (two per month) **Person:** Parent Liaison
Jan 1, 2011: Semester reports with Administration and SBDM. Review and implement new ideas. **Person:** Parent Liaison
Jan 1, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Jan 15, 2011: Attendance data on Workshops **Person:** Parent Liaison
Jan 15, 2011: Monthly parental reports and phone calls. **Person:** Parent Liaison
Jan 15, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Jan 19, 2011: Student Progress Report **Person:** Parent Liaison
Jan 20, 2011: Teacher/Parent Liaison planning preparation meetings **Person:** Parent Liaison
Feb 1, 2011: Academic worksheets for parents **Person:** Parent Liaison
Feb 1, 2011: Monthly reports and evaluation **Person:** Parent Liaison
Feb 1, 2011: Monthly roster check-ups with parental visitors and families **Person:** Parent Liaison
Feb 1, 2011: Parent Liaison will conduct 10 home visits per month **Person:** Parent Liaison
Feb 1, 2011: Parent meeting (two per month) **Person:** Parent Liaison
Feb 1, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Feb 2, 2011: Attendance data on Workshops **Person:** Parent Liaison
Feb 15, 2011: Monthly parental reports and phone calls. **Person:** Parent Liaison
Feb 15, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Feb 20, 2011: Teacher/Parent Liaison planning preparation meetings **Person:** Parent Liaison
Mar 1, 2011: Academic worksheets for parents **Person:** Parent Liaison
Mar 1, 2011: Monthly reports and evaluation **Person:** Parent Liaison
Mar 1, 2011: Monthly roster check-ups with parental visitors and families **Person:** Parent Liaison
Mar 1, 2011: Parent Liaison will conduct 10 home visits per month **Person:** Parent Liaison
Mar 1, 2011: Parent meeting (two per month) **Person:** Parent Liaison
Mar 1, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Mar 2, 2011: Attendance data on Workshops **Person:** Parent Liaison
Mar 15, 2011: Monthly parental reports and phone calls. **Person:** Parent Liaison
Mar 15, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Mar 20, 2011: Teacher/Parent Liaison planning preparation meetings **Person:** Parent Liaison
Mar 23, 2011: Student Progress Report **Person:** Parent Liaison
Apr 1, 2011: Academic worksheets for parents **Person:** Parent Liaison
Apr 1, 2011: Monthly reports and evaluation **Person:** Parent Liaison
Apr 1, 2011: Monthly roster check-ups with parental visitors and families **Person:** Parent Liaison
Apr 1, 2011: Parent Liaison will conduct 10 home visits per month **Person:** Parent Liaison
Apr 1, 2011: Parent meeting (two per month) **Person:** Parent Liaison
Apr 1, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Apr 6, 2011: Attendance data on Workshops **Person:** Parent Liaison
Apr 15, 2011: Monthly parental reports and phone calls. **Person:** Parent Liaison
Apr 15, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Apr 20, 2011: Teacher/Parent Liaison planning preparation meetings **Person:** Parent Liaison
May 1, 2011: Academic worksheets for parents **Person:** Parent Liaison
May 1, 2011: Parent Liaison will conduct 10 home visits per month **Person:** Parent Liaison
May 1, 2011: Parent meeting (two per month) **Person:** Parent Liaison
May 1, 2011: Parental survey on home visits **Person:** Parent Liaison
May 1, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
May 7, 2011: Attendance data on Workshops **Person:** Parent Liaison
May 15, 2011: Monthly parental reports and phone calls. **Person:** Parent Liaison
May 15, 2011: Spanish translations available on all handouts and materials. **Person:** Parent Liaison
Jun 30, 2011: Collect spring data: Parental involvement (count actual parent attendance at Pioneer Night, Back to School Night, Title One Parent Meetings, Community Meetings, Parent Information Meetings) **Person:**

Parent Notice - Assessment Results

Apr 1, 2010: Collect baseline data: number of parents aware of the actual credits earned by their child **Person:** Counselors
Apr 1, 2010: Collect baseline data: Student scores on the ECA exams for ALgebra I **Person:** Counselors

Apr 1, 2010: Collect baseline data: Students passing the ECA exams for English 10 **Person:** Counselors
May 25, 2010: Gather baseline data **Person:** Counselors
Aug 25, 2010: Compilation of baseline data **Person:** Counselors
Sep 15, 2010: Present baseline data to teachers **Person:** Counselors
Nov 30, 2010: Collect fall data: number of parents aware of the actual credits earned by their child **Person:** Counselors
Nov 30, 2010: Collect fall data: Student scores on the ECA exams for ALgebra I **Person:** Counselors
Nov 30, 2010: Collect fall data: Students passing the ECA exams for English 10 **Person:** Counselors
Jun 30, 2011: Collect spring data: number of parents aware of the actual credits earned by their child **Person:** Counselors
Jun 30, 2011: Collect spring data: Student scores on the ECA exams for ALgebra I **Person:** Counselors
Jun 30, 2011: Collect spring data: Students passing the ECA exams for English 10 **Person:** Counselors

School-Parent Involvement Policy

Aug 25, 2010: Parent Involvement Policy will be discussed and reviewed at Title One Meetings **Person:**
Aug 30, 2010: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
Oct 27, 2010: Parent Involvement Policy will be disuccsed and reviewed at Title One Meetings **Person:**
Nov 1, 2010: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
Dec 29, 2010: Parent Involvement Policy will be disuccsed and reviewed at Title One Meetings **Person:**
Jan 3, 2011: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
Jan 29, 2011: Policy will be reviewed by SBDM **Person:** Jamie Rickard
Mar 2, 2011: Parent Involvement Policy will be disuccsed and reviewed at Title One Meetings **Person:**
Mar 7, 2011: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
May 4, 2011: Parent Involvement Policy will be disuccsed and reviewed at Title One Meetings **Person:**
May 9, 2011: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
Jul 6, 2011: Parent Involvement Policy will be disuccsed and reviewed at Title One Meetings **Person:**
Jul 11, 2011: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
Sep 7, 2011: Parent Involvement Policy will be disuccsed and reviewed at Title One Meetings **Person:**
Sep 12, 2011: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
Nov 9, 2011: Parent Involvement Policy will be disuccsed and reviewed at Title One Meetings **Person:**
Nov 14, 2011: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
Jan 11, 2012: Parent Involvement Policy will be disuccsed and reviewed at Title One Meetings **Person:**
Jan 16, 2012: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
Mar 14, 2012: Parent Involvement Policy will be disuccsed and reviewed at Title One Meetings **Person:**
Mar 19, 2012: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
May 21, 2012: Parent Involvement Policy will be made available in the Main Office **Person:** Jamie Rickard
Oct 15, 2012: Policy will be reviewed by staff **Person:** Jamie Rickard

Student Graduation Plan

Sep 1, 2010: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Rose Glauberman
Oct 1, 2010: Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Rose Glauberman
Oct 1, 2010: Graduation Plan: 7-12 Refresher Training **Person:** Rose Glauberman
Oct 1, 2010: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Rose Glauberman
Nov 1, 2010: Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Rose Glauberman
Nov 1, 2010: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Rose Glauberman
Dec 1, 2010: Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Rose Glauberman
Dec 1, 2010: Graduation Plan â Online Activity Checklist Completion **Person:** Rose Glauberman
Dec 1, 2010: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Rose Glauberman
Jan 1, 2011: Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Rose Glauberman
Jan 1, 2011: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Rose Glauberman
Feb 1, 2011: Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Rose Glauberman
Feb 1, 2011: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Rose Glauberman
Mar 1, 2011: Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Rose Glauberman
Mar 1, 2011: Principal Discussion with Social Worker not engaging in Graduation Plan activities **Person:** Lawrence Yarrell
Mar 1, 2011: Student Meetings: Graduation Plan Discussions **Person:** Rose Glauberman
Apr 1, 2011: Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Rose Glauberman
Apr 1, 2011: Graduation Plan: Student Completion **Person:** Rose Glauberman
May 1, 2011: Graduation Plan - Insert Form Completion (grades 7-12) **Person:** Rose Glauberman

Teacher Expectations and Student Achievement (TESA)

Aug 15, 2010: TESA Strategy Chair Meeting 1 **Person:** Chris Toner
Aug 20, 2010: TESA Building Level Training â Awareness **Person:** Chris Toner
Aug 28, 2010: Administrator Observation **Person:** Lawrence Yarrell
Aug 28, 2010: TESA â Peer Observation Review â Workshop **Person:** Chris Toner
Aug 30, 2010: TESA Building Level Training â Workshop 1 **Person:** Chris Toner
Sep 20, 2010: TESA Building Level Training â Workshop 2 **Person:** Chris Toner
Sep 28, 2010: Administrator Observation **Person:** Lawrence Yarrell
Sep 28, 2010: TESA â Peer Observation Review â Workshop **Person:** Chris Toner
Oct 20, 2010: TESA Building Level Training â Workshop 3 **Person:** Chris Toner
Oct 28, 2010: Administrator Observation **Person:** Lawrence Yarrell
Oct 28, 2010: TESA â Peer Observation Review â Workshop **Person:** Chris Toner
Nov 20, 2010: TESA Building Level Training â Workshop 4 **Person:** Chris Toner
Nov 28, 2010: Administrator Observation **Person:** Lawrence Yarrell
Nov 28, 2010: TESA â Peer Observation Review â Workshop **Person:** Chris Toner
Dec 20, 2010: TESA Building Level Training â Workshop 5 **Person:** Chris Toner
Dec 28, 2010: Administrator Observation **Person:** Lawrence Yarrell
Dec 28, 2010: TESA â Peer Observation Review â Workshop **Person:** Chris Toner
Jan 28, 2011: Administrator Observation **Person:** Lawrence Yarrell
Jan 28, 2011: TESA â Peer Observation Review â Workshop **Person:** Chris Toner
Feb 15, 2011: TESA Strategy Chair Meeting 2 **Person:** Chris Toner
Feb 28, 2011: Administrator Observation **Person:** Lawrence Yarrell
Feb 28, 2011: TESA â Peer Observation Review â Workshop **Person:** Chris Toner
Mar 28, 2011: Administrator Observation **Person:** Lawrence Yarrell
Mar 28, 2011: TESA â Peer Observation Review â Workshop **Person:** Chris Toner
Apr 28, 2011: Administrator Observation **Person:** Lawrence Yarrell
Apr 28, 2011: TESA â Peer Observation Review â Workshop **Person:** Chris Toner
May 28, 2011: Administrator Observation **Person:** Lawrence Yarrell
May 28, 2011: TESA â Peer Observation Review â Workshop **Person:** Chris Toner

Timely Additional Assistance

Apr 1, 2010: Collect baseline data: % of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data War **Person:** Nancy Baker
Aug 25, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker
Sep 1, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Nancy Baker
Sep 25, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker
Oct 1, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Nancy Baker
Oct 1, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Lawrence Yarrell
Oct 1, 2010: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities. **Person:** Nancy Baker
Oct 25, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker
Nov 1, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Nancy Baker
Nov 1, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Lawrence Yarrell
Nov 1, 2010: Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** Nancy Baker
Nov 25, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker
Nov 30, 2010: Collect fall data: % of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data Warehou **Person:** Nancy Baker
Dec 1, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Nancy Baker
Dec 1, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Lawrence Yarrell
Dec 25, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker

Jan 1, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Nancy Baker

Jan 1, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Lawrence Yarrell

Jan 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:** Nancy Baker

Jan 25, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker

Feb 1, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Nancy Baker

Feb 1, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Lawrence Yarrell

Feb 25, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker

Mar 1, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Nancy Baker

Mar 1, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Lawrence Yarrell

Mar 1, 2011: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities **Person:** Nancy Baker

Mar 25, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker

Apr 1, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Nancy Baker

Apr 1, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Lawrence Yarrell

Apr 25, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker

May 1, 2011: Collect spring data: % of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data Wareh **Person:** Nancy Baker

May 1, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Nancy Baker

May 1, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Lawrence Yarrell

May 1, 2011: Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** Nancy Baker

May 25, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Nancy Baker

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:

Dates: Aug 28, 2010; Sep 28, 2010; Oct 28, 2010; Nov 28, 2010; Dec 28, 2010; Jan 28, 2011; Feb 28, 2011; Mar 28, 2011; Apr 28, 2011; May 28, 2011

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: na

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: na

Does this activity occur during the school day? Yes

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: Teachers, Administrators

Date: Oct 1, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: na

Does this activity occur during the school day? Yes

BUILD AWARENESS OF ADMINISTRATORS Present relevant initial information to administrato

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: na

Does this activity occur during the school day? Yes

BUILD AWARENESS OF ADMINISTRATORS Present relevant initial information to administrato

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 3, 2010

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

Activity Format: Presentation, Collaborative Problem Solving, Action Research

Funding: na

Does this activity occur during the school day? Yes

BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE This p

Brief Description: Participants will learn strategies for developing culturally relevant and engaging learning environments that provide all students with opportunities for equitable and effective academic success that reflects mastery at a level of proficiency or above. As a result of intentional focus, participants will examine effective ways to negate deficit-thinking, acquire and use their knowledge, beliefs, attitudes, and practices to appreciate cultural differences, recognize communication patterns of others and capitalize on student strengths to improve student services.

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

Dates: Jun 1, 2010; Jul 1, 2010; Aug 1, 2010; 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: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading, Reflective Writing, Collaborative Problem Solving, Action Research, Site Visit, Other

Funding: na

Does this activity occur during the school day? No

Create a Community Council composed of community leaders/ residents and meet to receive information,

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 15, 2010; Dec 17, 2010; Feb 18, 2011; Apr 22, 2011

Activity Purpose: Information, Feedback/Support

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

Funding: na

Does this activity occur during the school day? Yes

CREATE A YOUTH COUNCIL Create a Youth Council of students and meet to hear their input and to provi

Brief Description: Participants will learn information relevant to cultural competency and its impact in supporting student learning and how it impacts academic achievement. They will also learn democratic practices to help them voice their opinions, concerns and solutions related to improving their academic achievement.

Intended Participants: Teachers, Administrators, Students

Dates: Oct 15, 2010; Dec 17, 2010; Feb 18, 2011; Apr 22, 2011

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

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings

Brief Description: Participants will learn from Cadre members who report 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: Aug 28, 2010; Sep 28, 2010; Oct 28, 2010; Nov 28, 2010; Dec 28, 2010; Jan 28, 2011; Feb 28, 2011; Mar 28, 2011; Apr 28, 2011; May 28, 2011

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

Activity Format: Presentation, Study Group

Funding: na

Does this activity occur during the school day? Yes

Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings

Brief Description: Participants will learn from Cadre members who report 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: Aug 28, 2010; Sep 28, 2010; Oct 28, 2010; Nov 28, 2010; Dec 28, 2010; Jan 28, 2011; Feb 28, 2011; Mar 28, 2011; Apr 28, 2011; May 28, 2011

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

Activity Format: Presentation, Study Group

Funding: na

Does this activity occur during the school day? Yes

PARTICIPATE BY VIEWING THE MLK COMMEMORATION TELEVISED PROGRAM

Brief Description: Participants will learn information relevant to history, culture, and heritage as an outgrowth of the Civil Rights Movement lead by Dr. Martin L. King, Jr.

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

Date: Jan 15, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: na

Does this activity occur during the school day? Yes

PARTICIPATE IN THE MEDIA OFFERINGS (TV PROGRAMMING) TO BECOME INFORMED ABOUT CULTURAL COMPETENCY.

Brief Description: Participants will learn information relevant to cultural competency and its impact in supporting student learning and how it impacts academic achievement. The programs will highlight cultural events in the city and presents perspectives from a variety of diverse voices.

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

Dates: Sep 10, 2010; Oct 10, 2010; Nov 10, 2010; Dec 10, 2010; Jan 10, 2011; Feb 10, 2011; Mar 10, 2011; Apr 10, 2011; May 10, 2011

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

Activity Format: Talk to, Presentation

Funding: na

Does this activity occur during the school day? Yes

PROVIDE TRAINING IN THE USE OF THE DISTRICT-WIDE SELF ASSESSMENT SYSTEM Pro

Brief Description: Participants will learn ways to assess areas of strength and weakness regarding creating and sustaining a culturally relevant and engaging learning environment that produces improved academic achievement for underperforming students.

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 1, 2010; Oct 1, 2010

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

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: na

Does this activity occur during the school day? Yes

REPRESENTATIVES ATTEND IPS 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 1, 2011

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

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

Funding: na

Does this activity occur during the school day? Yes

REPRESENTATIVES ATTEND IPS 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 1, 2011

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

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

Funding: na

Does this activity occur during the school day? Yes

SELECT DIVERSITY CADRE MEMBERS SELECTED FROM BUILDING TO

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

Date: Sep 28, 2010

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

Activity Format: Presentation, Other

Funding: na

Does this activity occur during the school day? Yes

SELECT DIVERSITY CADRE MEMBERS SELECTED FROM BUILDING TO

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: Nov 8, 2010; Dec 7, 2010; Jan 10, 2011; Feb 14, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Other

Funding: na

Does this activity occur during the school day? Yes

SELECT DIVERSITY CADRE MEMBERS SELECTED FROM BUILDING TO

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

Date: Apr 19, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Other

Funding: na

Does this activity occur during the school day? Yes

SELECT REPRESENTATIVES TO ATTEND YOUTH SUMMIT Participate in scheduled activities presented by the O

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 15, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading, Reflective Writing, Collaborative Problem Solving

Funding: na

Does this activity occur during the school day? Yes

Staff members will attend a workshop to Learn how to take the IDI results for both

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 25, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Collaborative Problem Solving

Funding: na

Does this activity occur during the school day? Yes

Teachers hold monthly study circles as a part of grade level or department meetin

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

Dates: 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: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Study Group

Funding: na

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)

Administrator Observation

Brief Description: Teachers will be observed by an administrator who will provide feedback on the TESA interactions.

Intended Participants: Teachers

Dates: Aug 28, 2010; Sep 28, 2010; Oct 28, 2010; Nov 28, 2010; Dec 28, 2010; Jan 28, 2011; Feb 28, 2011; Mar 28, 2011; Apr 28, 2011; May 28, 2011

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: na

Does this activity occur during the school day? Yes

TESA â Peer Observation Review â Workshop

Brief Description: Teachers participating in the TESA workshops will partner with another teacher in classroom observations and feedback.

Intended Participants: Teachers

Dates: Aug 28, 2010; Sep 28, 2010; Oct 28, 2010; Nov 28, 2010; Dec 28, 2010; Jan 28, 2011; Feb 28, 2011; Mar 28, 2011; Apr 28, 2011; May 28, 2011

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: na

Does this activity occur during the school day? Yes

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 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 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 30, 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 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: na

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: na

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: na

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: Presentation

Funding: na

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 15, 2011

Activity Purpose: Feedback/Support

Activity Format: Presentation

Funding: na

Does this activity occur during the school day? Yes

A. Parent Involvement: Parent Liaison - Academic Workshops for Parents

Parent liaison must attend workshop on Parents and Academic involvement

Brief Description: How to implement workshops and record data on involvement

Intended Participants: Other

Date: Jun 1, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Presentation, Action Research

Funding: General IPS Fund

Does this activity occur during the school day? No

A. Parent Involvement: Parent Liaison - Home Visits

No professional development is needed for this strategy.

A. Parent Involvement: Parent-in-Touch Day

D. Curriculum Mapping

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum: Curriculum Mapping

Content Area Curriculum Map Workshops

Brief Description: Language arts, mathematics, music, art, social studies and physical education teachers will attend 2-3 days of training on the use of the Rubicon Atlas Mapping software to prepare individual curriculum maps that will serve as their weekly lesson plans.

Intended Participants: Teachers

Dates: 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: Skill Building

Activity Format: Presentation

Funding: na

Does this activity occur during the school day? Yes

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 1, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: na

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 1, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: na

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 1, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: na

Does this activity occur during the school day? Yes

Voluntary Mapping Workshops

Brief Description: Language arts, mathematics, vocal music, visual arts and social studies teachers may work one-to-one with the Curriculum Coach or Director on areas where they would like additional support in creating individual curriculum maps

Intended Participants: Teachers

Dates: 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: Skill Building

Activity Format: Presentation

Funding: na

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Promoting Enrollment and Performance in College Level Courses.

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Promoting Enrollment and Performance in the Honors Plus and Honors Courses

No professional development is needed for this strategy.

I. Focused Academic Area: Literacy Across the Curriculum

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: na

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: na

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: na

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: na

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: 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: 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: na

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: Teachers

Date: Nov 1, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: na

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 10, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: na

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:

Funding: na

Does this activity occur during the school day? No

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: Jul 15, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: na

Does this activity occur during the school day? Yes

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: na

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: na

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: na

Does this activity occur during the school day? Yes

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

T. Annual Parent Meeting

No professional development is needed for this strategy.

U. Focused Student Group: ELL Student Group

Adapting lessons for ELL students

Brief Description: Presenter will speak briefly about cultural awareness and techniques for adapting lessons for ELL students. Speaker will provide teachers with written information & samples.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 12, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: none needed

Does this activity occur during the school day? No

Workshop on techniques for effectively teaching ELL students.

Brief Description: Presenter will conduct an interactive workshop on teaching techniques to use with ELL students.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 14, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none needed

Does this activity occur during the school day? No

U. Focused Student Group: Free and Reduced Lunch Student Group

Meet with Title One Teachers

Brief Description: Meet with teachers about creating a schedule and a log for after school tutoring.

Intended Participants: Teachers

Date: Aug 16, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: 0

Does this activity occur during the school day? No

W. 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... Schools do not adequately address enrollment / performance issues in honors, honors plus, AP, IB, DC courses.

Data Targets Influenced by This Concern:

- All Students -- % Earning Core 40 Diploma
- Students Enrolled in Algebra I -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- Advancing Academic Excellence (AAE)
- Benchmark & End of Semester Assessments
- International Baccalaureate Programme
- Student Graduation Plan
- F. Encourage Rigorous Curriculum: Promoting Enrollment and Performance in College Level Courses.
- F. Encourage Rigorous Curriculum: Promoting Enrollment and Performance in the Honors Plus and Honors Courses

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

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits

Strategies to Impact This Concern:

- School Improvement Team
- M. Parent Notice - Assessment Results
- W. Timely Additional Assistance: Remediation Plan

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

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- AVID
- Fusion Reading
- Math and ELA Tutoring
- Read 180
- Vocabulary Building
- Word Walls
- U. Focused Student Group: Special Education Student Group

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

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits
- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- Benchmark & End of Semester Assessments
- Fusion Reading
- Read 180
- School Improvement Team
- Vocabulary Building
- U. Focused Student Group: ELL Student Group

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

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits
- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- Administrator Walkthrough
- Content Literacy Sessions
- School Improvement Team
- SpringBoard
- Vocabulary Building
- Word Walls
- I. Focused Academic Area: Literacy Across the Curriculum

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

Data Targets Influenced by This Concern:

- Students Enrolled in Algebra I -- % Passing Linear Equations & Inequalities

Strategies to Impact This Concern:

- Administrator Walkthrough
- Advancing Academic Excellence (AAE)
- Benchmark & End of Semester Assessments
- ECA Campus Plan
- International Baccalaureate Programme
- School Improvement Team
- SpringBoard
- Teacher Expectations and Student Achievement (TESA)
- I. Focused Academic Area: Literacy Across the Curriculum
- U. Focused Student Group: ELL Student Group

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

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- Advancing Academic Excellence (AAE)
- AVID
- Content Literacy Sessions
- Cultural Competency
- International Baccalaureate Programme
- SpringBoard
- U. Focused Student Group: ELL Student Group

We are concerned that... There is a lack of engagement (motivation) among our faculty, students, parents, and community.

Data Targets Influenced by This Concern:

- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- Administrator Walkthrough
- Advancing Academic Excellence (AAE)
- AVID
- Benchmark & End of Semester Assessments
- Content Literacy Sessions
- Cultural Competency
- ECA Campus Plan
- Fusion Reading
- International Baccalaureate Programme
- Math and ELA Tutoring
- Read 180
- SpringBoard
- Teacher Expectations and Student Achievement (TESA)
- Vocabulary Building
- Word Walls
- T. Annual Parent Meeting
- B. Educator Training for Parent Involvement
- F. Encourage Rigorous Curriculum: Promoting Enrollment and Performance in the Honors Plus and Honors Courses
- U. Focused Student Group: ELL Student Group
- E. Parent Information Resource Center Website
- A. Parent Involvement: Parent Liaison - Academic Workshops for Parents
- A. Parent Involvement: Parent-in-Touch Day
- A. Parent Involvement: Parent Liaison - Home Visits

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits
- Students Enrolled in Algebra I -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- Advancing Academic Excellence (AAE)
- A. Parent Involvement: Parent Liaison - Academic Workshops for Parents
- A. Parent Involvement: Parent Liaison - Home Visits
- A. Parent Involvement: Parent-in-Touch Day

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits
- Free and Reduced Lunch Students -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

D. Curriculum Mapping (Year 3 of District Improvement only) (SW)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits
- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- D. Curriculum Mapping

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits

Strategies to Impact This Concern:

- School Improvement Team
- F. Encourage Rigorous Curriculum: Curriculum Mapping
- F. Encourage Rigorous Curriculum: Promoting Enrollment and Performance in the Honors Plus and Honors Courses
- F. Encourage Rigorous Curriculum: Promoting Enrollment and Performance in College Level Courses.

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits

Strategies to Impact This Concern:

- I. Focused Academic Area: Literacy Across the Curriculum

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- % Passing Algebra I ECA
- Students Enrolled in Algebra I -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (SW)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (SW)

Data Targets Influenced by This Concern:

- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- All Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits
- Students Enrolled in Algebra I -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- U. Focused Student Group: ELL Student Group
- U. Focused Student Group: Free and Reduced Lunch Student Group
- U. Focused Student Group: Special Education Student Group

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits

Strategies to Impact This Concern:

- Read 180
- W. Timely Additional Assistance: Remediation Plan

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?	The Main Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None.
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Benchmark Assessments are administered in core areas four times a year. (Oct 19-21, March 2-4, December 1-3, April 20-22).</p> <p>Scrimmages are given over pacing guides and standards achievement progress several times each grading period.</p> <p>SRI- (Lexile Reading) 95 % if the ninth grade was tested; in tenth grade 333 of 356 were tested.</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	<ul style="list-style-type: none"> -- InSAI Expectations Assessment -- InSAI Curriculum Assessment -- InSAI Instruction Assessment -- InSAI Classroom Assessment Assessment -- InSAI Extra Help Assessment -- InSAI Guidance Assessment -- InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We do not consolidate programs, we coordinate funds.

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
First Year: Rationale + Organizational Structure After First Year: 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 2012-2013 school year