

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Rita Abram - Parent/Guardian
- Angela Allen - School Counselor
- Sarah Apgar Pressly - Teacher
- Phyllis Barnes - Administrator
- Tanya Eaton - Administrator
- Erika Eldridge - Teacher
- Michael Ettenberger - Administrator
- Perry Faith - Community Representative (Business)
- Tamara Hudson -
- Ken Keene - Teacher
- Genevieve McLeish-Petty - Teacher
- Barbara Mebane - Teacher
- Lawrence Yarrell - Administrator

Strategy Chairs

- Angela Allen
- Sarah Apgar Pressly
- Nancy Baker
- Phyllis Barnes
- Rebecca Crosbie
- Kim Dax
- Michael Ettenberger
- Staci Fahlsing

- Genevieve McLeish-Petty
- Luis Morales
- Jamie Rickard
- Chris Toner
- Lawrence Yarrell

Community Council

- Theresa
- 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)
- Patricia Castaneda - Business
- Duane Child - Parent 12th gr, black, female
- Diana Daniels
- 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
- LaTonya Gaither - Business
- James Ganey
- James Ganey
- Pastor Carey Grady - Community
- 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
- Joy Seybold - Community
- Judge Smith - local business owner
- William Squires
- Teresa Thomas - Community
- Lynda Ware - Business
- Charlene Watson - no information
- Lawrence Yarrell

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	38%	40%		45%		50%		55%		60%		100%

African American - % Passing Algebra I ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			25%	30%		35%		40%		45%		100%

African American Students - % Passing English 10 ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			17%	22%		27%		32%		37%		100%

English Language Learners - % Passing Algebra I ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			39%	44%		49%		54%		59%		100%

English Language Learners - % Passing English 10 ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			0%	10%		15%		20%		25%		100%

Free and Reduced Lunch Students - % Passing Algebra I ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	0%		34%	37%		40%		43%		46%		100%

Free and Reduced Lunch Students - % Passing English 10 ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			18%	23%		28%		33%		38%		100%

Graduation Cohort Students - % Earning Core 40 Diploma

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			65%	66%		69%		72%		75%		100%

Graduation Cohort Students - % of graduates who earn an Indiana Core 40 Diploma with Academic Honors

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			5%	10%		15%		20%		25%		100%

Special Education Students - % Passing Algebra I ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			0%	10%		15%		20%		25%		100%

Special Education Students - % Passing English 10 ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			0%	10%		15%		20%		25%		100%

Students Enrolled in Algebra I - % Passing Algebra I ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	4%		32%	35%		39%		43%		47%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	19%	20%		25%		30%		35%		40%		100%

Students enrolled in Biology 1 - % Passing Biology I ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			NA	50%		55%		60%		65%		100%

Students Enrolled in English 10 - % Passing English 10 ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			20%	25%		30%		35%		40%		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... 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.

We are concerned that... Teachers should meet with students individually to discuss academic progress and goals

We are concerned that... Instruction of mathematics is not currently engaging or motivating.

We are concerned that... Mathematical concepts are not currently taught at Depth of Knowledge levels 2 and 3.

We are concerned that... Instructional strategies in science are not supporting high student achievement.

We are concerned that... Some teachers don't expect students to graduate.

*Many teachers don't have the expectation that their students are capable of graduating from high school. *More than 1/2 of the teachers indicated that they don't expect all their students to pass two semester of Algebra. *Teachers feel students don't want to pass their courses. *Teachers feel that if they taught it and students don't understand, it is the student's problem. Parents and students feel teachers show lack of concern for their achievement,so students then don't try.

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... Mathematics content is not currently taught at the appropriate grade level expectations.

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 take students' cultural needs into consideration when designing lessons.

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

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

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

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

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

We are concerned that... Teachers do not 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.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

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

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: General

Cultural Competency Plan

In the fall of 2011, Northwest High School will develop a committee designed to establish ways to equip administration with practices that will create a more positive climate and school culture. The committee will design also special training to equip teachers with learning strategies and ways to improve parent and community relations. 1. Staff will participate in reading/study group, attend multicultural infusion conference, and cadre meetings (ongoing) 2. Participate in IPS multicultural fair- Spring 2012 3. Present cultural competency practices and their importance at community council meetings.

Impact Level: High Impact - Inside

Focus: General

Data Based Instructional Decision Making

All teachers will use formative and summative assessment results to guide daily instructional decisions for intentional targeted reteaching, scaffolding, and effective interventions in all content areas.

Impact Level: High Impact - Inside

Focus: General

Evidence Based Conclusions in All Content Areas

All teachers will engage students in using evidence as a basis for conclusions. Teachers will model, provide guided practice, and opportunities for independent practice of the 5-5-3-3 strategies as a means to demonstrate evidence based conclusions. The students will daily engage these strategies in writing, discussions, investigations, debates, and other learning experiences

in all content areas.

Impact Level: High Impact - Inside

Focus: Specific

Implementation of Paced Curriculum

All teachers will implement the paced curriculum as designed in the given time frame in Math, Science, Social Studies, and English Language Arts. Administrators will monitor implementation, and teachers who are not adhering to the pacing guide will participate in professional development activities.

Impact Level: High Impact - Inside

Focus: Specific

Planning and Preparation for Student Centered Classroom

Teachers in all content areas will utilize planning time to develop lesson plans and prepare materials. These plans will include student-led discussions, questioning, integrating technology, using manipulatives, modeling, exhibiting content knowledge, utilizing critical vocabulary, and participating in investigations to engage students in active learning.

Impact Level: High Impact - Inside

Focus: General

Promoting Enrollment and Performance in the Honors Plus and Honors Courses

Each spring guidance counselors will explain to students the benefits of registering for honors courses when doing requests for following year. During registration, students and parents will be informed of the opportunity for honors courses. Student planner, and parent information sheets will list available honors courses as well as expectations for those courses.

Impact Level: High Impact - Outside

Focus: General

Reading Comprehension

Science, social studies, math and ELA teachers will utilize reading comprehension strategies to enable students to access challenging text. 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. Bell Ringers and class work will model that of the ECA and increase reading comprehension.

Impact Level: High Impact - Inside

Focus: General

Response to Instruction (Rtl)

Teachers will implement Response to Instruction including a tier 1 core and tier 2 and 3 interventions. The school will run reports using the IPS Data Warehouse for each child after each benchmark scrimmage and ISTEP assessment. The teachers will provide each student with immediate feedback after each assessment. The teachers will then provide individualized instruction in reading and/or math for students who do not meet a standard of mastery. Response to Instruction (Rtl) will improve educational outcomes for all students in Reading and/or Math. Response to Instruction will meet the needs of all students at risk for failure in Reading and/or Math. Response to Instruction will promote a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction/intervention that is matched to students' academic, social-emotional, and behavioral needs. Rtl will enable educators to use instructional interventions in response to students' specific areas of need as soon as those needs become apparent. It will create an educational system that focuses on success for all learners by identifying struggling learners early. NOTE: THE IPS DISTRICT REQUIRES SCHOOLS TO IMPLEMENT Rtl ACTIVITIES AND FOLLOW THE DISTRICT PROVIDED 'TO DO LIST'. SCHOOLS SHOULD ADD THE ACTIVITIES TO THE 'TO DO LIST' WHEN THEY ARE PROVIDED BY JOAN HARRELL VIA EMAIL.

Impact Level: High Impact - Inside

Focus: Specific

Rituals and Routines for Maximizing Instructional Time

Principals and Content Area Directors will expect to see teachers in all content areas using classroom rituals and routines that will set a learning environment that has clear structure, maximizes daily instructional time, and provides student engagement for entire classroom time.

Impact Level: High Impact - Inside

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

Required Strategies

F. Encourage Rigorous Curriculum: 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: General

F. Encourage Rigorous Curriculum: 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 - Outside

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Mapping

Teachers will use the Rubicon Atlas software to develop individual maps in English/LA, Math, Social Studies, Art, and PE for the school year.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: 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 - Outside

Focus: General

F. Encourage Rigorous Curriculum: 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 7â12, 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: Specific

I. Focused Academic Area: 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 a 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 - Inside

Focus: Specific

I. Focused Academic Area: Literacy in the Content Areas

Teachers of all content areas will daily implement and engage students in literacy strategies. These research-based literacy strategies include Discussion and Verbalizing Understanding, Questioning, Writing to Communicate Understanding, Making Thinking Visible, and Concept/Vocabulary Development. District Content Directors and Coaches will provide training in specific content areas through staff meetings, structured teacher planning time, or professional learning communities.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math and ELA Tutoring

Administrators and Title I teachers offer after school math and ELA tutoring from 2:45 â 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 - Outside

Focus: Specific

I. Focused Academic Area: 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 - Inside

Focus: General

I. Focused Academic Area: 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: Specific

I. Focused Academic Area: 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: Low Impact

Focus: General

U. Focused Student Group: ELL Student Group

1. ELL students will have access to textbooks in native language when available and helpful. 2. ELL students have ongoing access to tutors and aids to assist with transition and language acquisition. 3. Outside resources and opportunities will be shared with the ELL Students. 4. Students will be introduced to the building's Liaison to offer a resource of assistance and aid to the students. (All Ongoing)

Impact Level: High Impact - Inside

Focus: Specific

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

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.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Hispanic Student Group

1. Hispanic students will have access to textbooks in native language when available and helpful. 2. Hispanic students have ongoing access to tutors and aids to assist with transition and language acquisition. 3. Outside resources and opportunities will be shared with the Hispanic Students. 4. Students will be introduced to the building's Liaison to offer a resource of assistance and aid to the students. 5. Hispanic students will be introduced to and encouraged to take part in classes such as Native Speaker, Hispanic Choir, Hispanic Dance Group, etc. Such programs will aid in the new Hispanic student's transition while embracing their culture. (All Ongoing)

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education Student Group

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.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

School counselors will assist students with the initial development and annual review of the Indiana Graduation Plan. The Indiana Graduation Plan will be part of the student's permanent record, will include a core 40 program of study, and will acknowledge the importance of good citizenship, attendance, and diligent study habits. The plan will also lead to graduation and enable students upon successful completion to enroll in a post-secondary institution.

Impact Level: High Impact - Outside

Focus: General

Strategy Data

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

Local Strategies

Implementation of Paced Curriculum

The percent of all teachers who are adhering to the district pacing guide.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

Response to Instruction (Rtl)

% of teachers who implement Response to Instruction including a tier 1 core and tier 2 and 3 interventions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

increase in % of teachers who participate in RTI process.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping

% of K-6 grade teachers who use Rubicon Atlas for curriculum lesson mapping/planning of Math and Social Studies.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

% of K-6 grade Teachers who use Rubicon Atlas for curriculum lesson mapping/planning in English/LA, Physical Education, and the Visual Arts

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

% of 7-12 grade Math and Social Studies teachers who use Rubicon Atlas for curriculum lesson mapping/planning

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

% of 7 -12 grade English/LA, Physical Education and the Visual Arts Teachers who use Rubicon Atlas for curriculum lesson mapping/planning

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

I. Focused Academic Area: Literacy in the Content Areas

% of all teachers who weekly implement literacy strategies in their classrooms that are specific for their content area.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50%	100%		100%	

To-Do List

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

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

Administrator Walkthrough

Sep 30, 2011: Administrator and teacher will meet weekly to discuss feedback from weekly walkthrough data. **Person:**

Administrator and teacher

Sep 30, 2011: During the month of September the administrators will conduct weekly walkthroughs with all teachers focusing on Response Opportunities areas - Equitable Distribution of Response Opportunity, Individual Help, Latency, and delving. **Person:**

Administrator

Oct 30, 2011: Administrator and teacher will meet weekly to discuss feedback from weekly walkthrough data. **Person:** Administrator and teacher

Oct 30, 2011: During the month of October the administrators will conduct weekly walkthroughs with all teachers focusing on Feedback Interactions - Affirming or Correcting, Praise, Reasons for Praise, Listening, and Accepting feelings. **Person:**

Administrator

Nov 30, 2011: Administrator and teacher will meet weekly to discuss feedback from weekly walkthrough data. **Person:**

Administrator and teacher

Nov 30, 2011: During the month of November the administrators will conduct weekly walkthroughs with all teachers focusing on Personal Regard areas - Proximity, Courtesy, Personal Interest and Compliments, Touching and Desist. **Person:** Administrator

Dec 21, 2011: Administrator and teacher will meet weekly to discuss feedback from weekly walkthrough data. **Person:**

Administrator and teacher

Dec 21, 2011: During the month of December administrators will conduct weekly walkthroughs with all teachers focusing on High Level Questioning techniques and strategies. **Person:** Administrator

Benchmark & End of Semester Assessments

Sep 1, 2011: All grade level teachers will meet a least twice a month in STPT or PLC sessions to address concerns and academic progress of their students. Plans will be developed to address the individual student academic needs. **Person:** Administrators, Teachers and Instructional Coaches

Sep 1, 2011: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop activities that can be used to drive instruction in the classroom. **Person:** Joan Harrell and Jackie Greenwood

Sep 15, 2011: For reluctant staff members who will not join colleagues in collaboration to improve student achievement will be encouraged to share their expertise with others in bi-weekly STPT or PLC meetings. **Person:** Administrators

Sep 15, 2011: Minutes will be kept of all STPT or PLC meetings to document what was discussed and what ideas and plans were generated to be used to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Oct 1, 2011: All grade level teachers will meet a least twice a month in STPT or PLC sessions to address concerns and academic progress of their students. Plans will be developed to address the individual student academic needs. **Person:** Administrators, Teachers and Instructional Coaches

Oct 1, 2011: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop activities that can be used to drive instruction in the classroom. **Person:** Joan Harrell and Jackie Greenwood

Oct 15, 2011: For reluctant staff members who will not join colleagues in collaboration to improve student achievement will be encouraged to share their expertise with others in bi-weekly STPT or PLC meetings. **Person:** Administrators

Oct 15, 2011: Minutes will be kept of all STPT or PLC meetings to document what was discussed and what ideas and plans were generated to be used to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Oct 30, 2011: All teachers review data from Diagnostic/Acuity test #1 and develop activities for working with students on intervention activities to address non-mastered indicators **Person:** Administrators, Teachers and Instructional Coaches

Nov 1, 2011: All grade level teachers will meet a least twice a month in STPT or PLC sessions to address concerns and academic progress of their students. Plans will be developed to address the individual student academic needs. **Person:** Administrators, Teachers and Instructional Coaches

Nov 1, 2011: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop activities that can be used to drive instruction in the classroom. **Person:** Joan Harrell and Jackie Greenwood

Nov 15, 2011: For reluctant staff members who will not join colleagues in collaboration to improve student achievement will be encouraged to share their expertise with others in bi-weekly STPT or PLC meetings. **Person:** Administrators

Nov 15, 2011: Minutes will be kept of all STPT or PLC meetings to document what was discussed and what ideas and plans were generated to be used to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Dec 1, 2011: All grade level teachers will meet a least twice a month in STPT or PLC sessions to address concerns and academic progress of their students. Plans will be developed to address the individual student academic needs. **Person:** Administrators, Teachers and Instructional Coaches

Dec 1, 2011: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop activities that can be used to drive instruction in the classroom. **Person:** Joan Harrell and Jackie Greenwood

Dec 15, 2011: For reluctant staff members who will not join colleagues in collaboration to improve student achievement will be encouraged to share their expertise with others in bi-weekly STPT or PLC meetings. **Person:** Administrators

Dec 15, 2011: Minutes will be kept of all STPT or PLC meetings to document what was discussed and what ideas and plans were generated to be used to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Dec 18, 2011: Collect all activities developed and used to address the non-mastered indicators for the first semester and put in a resource binder. **Person:** Strategy Chairperson

Jan 5, 2012: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop activities that can be used to drive instruction in the classroom. **Person:** Joan Harrell and Jackie Greenwood

Jan 14, 2012: All content teachers will review data fro Diagnostic/Acuity test #2 and develop activities for working with students on intervention strategies to address non-mastered indicators. **Person:** Administrator, Teachers, Instructional Coaches

Jan 15, 2012: For reluctant staff members who will not join colleagues in collaboration to improve student achievement will be encouraged to share their expertise with others in bi-weekly STPT or PLC meetings. **Person:** Administrators

Jan 15, 2012: Minutes will be kept of all STPT or PLC meetings to document what was discussed and what ideas and plans were generated to be used to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Feb 1, 2012: All grade level teachers will meet a least twice a month in STPT or PLC sessions to address concerns and academic progress of their students. Plans will be developed to address the individual student academic needs. **Person:** Administrators, Teachers and Instructional Coaches

Feb 1, 2012: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop activities that can be used to drive instruction in the classroom. **Person:** Joan Harrell and Jackie Greenwood

Feb 15, 2012: For reluctant staff members who will not join colleagues in collaboration to improve student achievement will be encouraged to share their expertise with others in bi-weekly STPT or PLC meetings. **Person:** Administrators

Feb 15, 2012: Minutes will be kept of all STPT or PLC meetings to document what was discussed and what ideas and plans were generated to be used to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Mar 1, 2012: All grade level teachers will meet a least twice a month in STPT or PLC sessions to address concerns and academic progress of their students. Plans will be developed to address the individual student academic needs. **Person:** Administrators, Teachers and Instructional Coaches

Mar 1, 2012: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop activities that can be used to drive instruction in the classroom. **Person:** Joan Harrell and Jackie Greenwood

Mar 14, 2012: All teachers will review data from Diagnostic/Acuity Test #3 and develop activities for working with students on interventions to address non-mastered indicators. **Person:** Administrators, Teachers and Instructional Coaches

Mar 15, 2012: For reluctant staff members who will not join colleagues in collaboration to improve student achievement will be encouraged to share their expertise with others in bi-weekly STPT or PLC meetings. **Person:** Administrators

Mar 15, 2012: Minutes will be kept of all STPT or PLC meetings to document what was discussed and what ideas and plans were generated to be used to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Apr 1, 2012: All grade level teachers will meet a least twice a month in STPT or PLC sessions to address concerns and academic progress of their students. Plans will be developed to address the individual student academic needs. **Person:** Administrators, Teachers and Instructional Coaches

Apr 1, 2012: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop activities that can be used to drive instruction in the classroom. **Person:** Joan Harrell and Jackie Greenwood

Apr 15, 2012: For reluctant staff members who will not join colleagues in collaboration to improve student achievement will be encouraged to share their expertise with others in bi-weekly STPT or PLC meetings. **Person:** Administrators

Apr 15, 2012: Minutes will be kept of all STPT or PLC meetings to document what was discussed and what ideas and plans were generated to be used to move student achievement and monitor student growth. **Person:** Strategy Chairperson

May 1, 2012: All grade level teachers will meet a least twice a month in STPT or PLC sessions to address concerns and academic progress of their students. Plans will be developed to address the individual student academic needs. **Person:** Administrators, Teachers and Instructional Coaches

May 1, 2012: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop activities that can be used to drive instruction in the classroom. **Person:** Joan Harrell and Jackie Greenwood

May 15, 2012: For reluctant staff members who will not join colleagues in collaboration to improve student achievement will be encouraged to share their expertise with others in bi-weekly STPT or PLC meetings. **Person:** Administrators

May 15, 2012: Minutes will be kept of all STPT or PLC meetings to document what was discussed and what ideas and plans were generated to be used to move student achievement and monitor student growth. **Person:** Strategy Chairperson
May 18, 2012: Collect all activities developed and used to address the non-mastered indicators for the second semester and put them in a resource binder. **Person:** Strategy Chairperson

Cultural Competency Plan

Aug 18, 2011: cultural competency practices and their importance **Person:** Staci Fahlsing
Aug 30, 2011: Positive Climate Committee established **Person:** Staci Fahlsing
Sep 1, 2011: Cadre Meetings **Person:** Staci Fahlsing
Sep 1, 2011: Multicultural Infusion Conference **Person:** Administration
Sep 15, 2011: Positive Climate Committee Meets Monthly to discuss way to promote a positive culture at NHS between administration and staff **Person:** Staci Fahlsing
Sep 18, 2011: cultural competency practices and their importance **Person:** Staci Fahlsing
Oct 1, 2011: Cadre Meetings **Person:** Staci Fahlsing
Oct 15, 2011: Positive Climate Committee Meets Monthly to discuss way to promote a positive culture at NHS between administration and staff **Person:** Staci Fahlsing
Oct 18, 2011: cultural competency practices and their importance **Person:** Staci Fahlsing
Nov 1, 2011: Cadre Meetings **Person:** Staci Fahlsing
Nov 15, 2011: Positive Climate Committee Meets Monthly to discuss way to promote a positive culture at NHS between administration and staff **Person:** Staci Fahlsing
Nov 18, 2011: cultural competency practices and their importance **Person:** Staci Fahlsing
Dec 1, 2011: Cadre Meetings **Person:** Staci Fahlsing
Dec 15, 2011: Positive Climate Committee Meets Monthly to discuss way to promote a positive culture at NHS between administration and staff **Person:** Staci Fahlsing
Dec 18, 2011: cultural competency practices and their importance **Person:** Staci Fahlsing
Jan 1, 2012: Cadre Meetings **Person:** Staci Fahlsing
Jan 15, 2012: Positive Climate Committee Meets Monthly to discuss way to promote a positive culture at NHS between administration and staff **Person:** Staci Fahlsing
Jan 18, 2012: cultural competency practices and their importance **Person:** Staci Fahlsing
Feb 1, 2012: Cadre Meetings **Person:** Staci Fahlsing
Feb 15, 2012: Positive Climate Committee Meets Monthly to discuss way to promote a positive culture at NHS between administration and staff **Person:** Staci Fahlsing
Feb 18, 2012: cultural competency practices and their importance **Person:** Staci Fahlsing
Mar 1, 2012: Cadre Meetings **Person:** Staci Fahlsing
Mar 15, 2012: Positive Climate Committee Meets Monthly to discuss way to promote a positive culture at NHS between administration and staff **Person:** Staci Fahlsing
Mar 18, 2012: cultural competency practices and their importance **Person:** Staci Fahlsing
Apr 1, 2012: Cadre Meetings **Person:** Staci Fahlsing
Apr 1, 2012: IPS Multicultural Fair **Person:** Administration
Apr 15, 2012: Positive Climate Committee Meets Monthly to discuss way to promote a positive culture at NHS between administration and staff **Person:** Staci Fahlsing
Apr 18, 2012: cultural competency practices and their importance **Person:** Staci Fahlsing
May 1, 2012: Cadre Meetings **Person:** Staci Fahlsing
May 15, 2012: Positive Climate Committee Meets Monthly to discuss way to promote a positive culture at NHS between administration and staff **Person:** Staci Fahlsing
May 18, 2012: cultural competency practices and their importance **Person:** Staci Fahlsing

Data Based Instructional Decision Making

Aug 11, 2011: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers
Aug 18, 2011: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers
Aug 25, 2011: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers
Sep 1, 2011: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers
Sep 8, 2011: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Feb 11, 2012: Teachers will analyze the results of summative assessments (both district and teacher created) to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Feb 16, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Feb 23, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Feb 26, 2012: Teachers, instructional coaches and administrators will participate in school based data focused workshops or sessions to analyze data and plan re-teaching, scaffolding and interventions. **Person:** Administrators

Mar 1, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Mar 8, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Mar 11, 2012: Teachers will analyze the results of summative assessments (both district and teacher created) to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Mar 15, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Mar 22, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Mar 29, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Apr 5, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Apr 8, 2012: Teachers, instructional coaches and administrators will participate in school based data discussions to analyze data and plan re-teaching, scaffolding and interventions. **Person:** Administrators

Apr 11, 2012: Teachers will analyze the results of summative assessments (both district and teacher created) to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Apr 12, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Apr 19, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Apr 26, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

May 3, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

May 10, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

May 11, 2012: Teachers will analyze the results of summative assessments (both district and teacher created) to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

May 17, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

May 24, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Encourage Rigorous Curriculum

- ✓ **Mar 30, 2011:** Each month Administrators will receive a Rubicon Atlas usage report to track the curriculum lesson mapping/planning of the 7-12 content teachers in Math and Social Studies. **Person:** Doreen Wolfgram, Joan Harrell and Administrators
- ✓ **Mar 30, 2011:** Each month Administrators will receive a Rubicon Atlas usage report to track the curriculum lesson mapping/planning of the K-12 teachers in ELA, Physical Education and the Visual Arts. **Person:** Administrators, Doreen Wolfgram and Joan Harrell
- ✓ **Mar 30, 2011:** Each month Administrators will receive a Rubicon Atlas usage report to track the curriculum lesson mapping/planning of the K-6 teachers in Math and Social Studies. **Person:** Administrators, Doreen Wolfgram and Joan Harrell
- ✓ **Apr 1, 2011:** Collect baseline data: **Person:** Chris Toner
- ✓ **Apr 1, 2011:** Collect baseline data: **Person:** Chris Toner
- ✓ **Apr 1, 2011:** Collect baseline data: **Person:** Chris Toner
- ✓ **Apr 1, 2011:** Collect baseline data: % of 7 -12 grade English/LA, Physical Education and the Visual Arts Teachers who use Rubicon Atlas for curriculum lesson mapping/planning **Person:** Eileen Bell
- ✓ **Apr 1, 2011:** Collect baseline data: % of 7-12 grade Math and Social Studies teachers who use Rubicon Atlas for curriculum lesson mapping/planning **Person:** Lawrence Yarrell

✓ **Apr 1, 2011:** Collect baseline data: % of K-6 grade Teachers who use Rubicon Atlas for curriculum lesson mapping/planning in English/LA, Physical Education, and the Visual Arts **Person:** Lawrence Yarrell

✓ **Apr 1, 2011:** Collect baseline data: % of K-6 grade teachers who use Rubicon Atlas for curriculum lesson mapping/planning of Math and Social Studies. **Person:** Eileen Bell

Aug 15, 2011: Administrators will monitor teachers to make sure they are curriculum mapping in all required subject areas. They will give assistance for teachers who are not curriculum mapping in required content areas. Administrators will follow the District's evaluation **Person:** Administrators

Aug 15, 2011: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Sep 19, 2011: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Sep 30, 2011: 7-12 grade Math Teachers will attend course level curriculum mapping sessions to develop the skills to map weekly lessons plans on the Math curriculum maps in the Rubicon Atlas Curriculum Mapping Program. **Person:** Theresa Morris

Sep 30, 2011: K-6 grade Teachers will attend Math grade level sessions to learn about the Math curriculum maps. **Person:** Theresa Morris

Sep 30, 2011: Teachers will map the Math weekly lessons on Rubicon Atlas Curriculum Mapping system. **Person:** Math Teachers

Oct 17, 2011: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Oct 31, 2011: 7-12 grade Social Studies Teachers will attend content course level curriculum mapping sessions to develop skills to map weekly lessons plans on the Social Studies curriculum maps in Rubicon Atlas Curriculum Mapping program. **Person:** Gerald McLeish, Doreen Wolfram

Oct 31, 2011: K-6 grade Teachers will attend Social Studies grade level sessions to learn about the Social Studies curriculum maps. **Person:** Gerald McLeish

Oct 31, 2011: Teachers will map the Social Studies curriculum weekly on the Rubicon Atlas Curriculum Mapping system. **Person:** Social Studies Teachers

Nov 4, 2011: Teachers will map the Math weekly lessons on Rubicon Atlas Curriculum Mapping system. **Person:** Math Teachers

Nov 21, 2011: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Nov 29, 2011: Each month Administrators will receive a Rubicon Atlas usage report to track the curriculum lesson mapping/planning of the 7-12 content teachers in Math and Social Studies. **Person:** Doreen Wolfram, Joan Harrell and Administrators

Nov 29, 2011: Each month Administrators will receive a Rubicon Atlas usage report to track the curriculum lesson mapping/planning of the K-12 teachers in ELA, Physical Education and the Visual Arts. **Person:** Administrators, Doreen Wolfram and Joan Harrell

Nov 29, 2011: Each month Administrators will receive a Rubicon Atlas usage report to track the curriculum lesson mapping/planning of the K-6 teachers in Math and Social Studies. **Person:** Administrators, Doreen Wolfram and Joan Harrell

Nov 30, 2011: Collect fall data: **Person:**

Nov 30, 2011: Collect fall data: **Person:**

Nov 30, 2011: Collect fall data: **Person:**

Nov 30, 2011: Collect fall data: % of 7 -12 grade English/LA, Physical Education and the Visual Arts Teachers who use Rubicon Atlas for curriculum lesson mapping/planning **Person:** Strategy Chair

Nov 30, 2011: Collect fall data: % of 7-12 grade Math and Social Studies teachers who use Rubicon Atlas for curriculum lesson mapping/planning **Person:** Strategy Chair

Nov 30, 2011: Collect fall data: % of K-6 grade Teachers who use Rubicon Atlas for curriculum lesson mapping/planning in English/LA, Physical Education, and the Visual Arts **Person:**

Nov 30, 2011: Collect fall data: % of K-6 grade teachers who use Rubicon Atlas for curriculum lesson mapping/planning of Math and Social Studies. **Person:** Strategy Chair

Dec 2, 2011: Teachers will map the Math weekly lessons on Rubicon Atlas Curriculum Mapping system. **Person:** Math Teachers

Dec 5, 2011: Teachers will map the Social Studies curriculum weekly on the Rubicon Atlas Curriculum Mapping system. **Person:** Social Studies Teachers

Dec 19, 2011: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Dec 30, 2011: Teachers will map the Math weekly lessons on Rubicon Atlas Curriculum Mapping system. **Person:** Math Teachers

Jan 2, 2012: Teachers will map the Social Studies curriculum weekly on the Rubicon Atlas Curriculum Mapping system. **Person:** Social Studies Teachers

Jan 16, 2012: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Jan 30, 2012: Teachers will map the Social Studies curriculum weekly on the Rubicon Atlas Curriculum Mapping system. **Person:** Social Studies Teachers

Feb 3, 2012: Teachers will map the Math weekly lessons on Rubicon Atlas Curriculum Mapping system. **Person:** Math Teachers

Feb 20, 2012: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Mar 2, 2012: Teachers will map the Math weekly lessons on Rubicon Atlas Curriculum Mapping system. **Person:** Math Teachers

Mar 5, 2012: Teachers will map the Social Studies curriculum weekly on the Rubicon Atlas Curriculum Mapping system. **Person:** Social Studies Teachers

Mar 19, 2012: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Mar 30, 2012: Teachers will map the Math weekly lessons on Rubicon Atlas Curriculum Mapping system. **Person:** Math Teachers

Apr 2, 2012: Teachers will map the Social Studies curriculum weekly on the Rubicon Atlas Curriculum Mapping system. **Person:** Social Studies Teachers

Apr 16, 2012: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Apr 30, 2012: Each month Administrators will receive a Rubicon Atlas usage report to track the curriculum lesson mapping/planning of the 7-12 content teachers in Math and Social Studies. **Person:** Doreen Wolfram, Joan Harrell and Administrators

Apr 30, 2012: Each month Administrators will receive a Rubicon Atlas usage report to track the curriculum lesson mapping/planning of the K-12 teachers in ELA, Physical Education and the Visual Arts. **Person:** Administrators, Doreen Wolfram and Joan Harrell

Apr 30, 2012: Each month Administrators will receive a Rubicon Atlas usage report to track the curriculum lesson mapping/planning of the K-6 teachers in Math and Social Studies. **Person:** Administrators, Doreen Wolfram and Joan Harrell

Apr 30, 2012: Teachers will map the Social Studies curriculum weekly on the Rubicon Atlas Curriculum Mapping system. **Person:** Social Studies Teachers

May 4, 2012: Teachers will map the Math weekly lessons on Rubicon Atlas Curriculum Mapping system. **Person:** Math Teachers

May 21, 2012: All ELA, Physical Ed., and Visual Arts teachers will continue to curriculum map weekly lesson plans in ELA, Physical Education and Visual Arts content areas in the Rubicon Atlas Curriculum Mapping program. **Person:** All Teachers

Jun 1, 2012: Teachers will map the Math weekly lessons on Rubicon Atlas Curriculum Mapping system. **Person:** Math Teachers

Jun 4, 2012: Teachers will map the Social Studies curriculum weekly on the Rubicon Atlas Curriculum Mapping system. **Person:** Social Studies Teachers

Jun 30, 2012: Collect spring data: **Person:**

Jun 30, 2012: Collect spring data: **Person:**

Jun 30, 2012: Collect spring data: **Person:**

Jun 30, 2012: Collect spring data: % of 7 -12 grade English/LA, Physical Education and the Visual Arts Teachers who use Rubicon Atlas for curriculum lesson mapping/planning **Person:** Strategy Chair

Jun 30, 2012: Collect spring data: % of 7-12 grade Math and Social Studies teachers who use Rubicon Atlas for curriculum lesson mapping/planning **Person:** Strategy Chair

Jun 30, 2012: Collect spring data: % of K-6 grade Teachers who use Rubicon Atlas for curriculum lesson mapping/planning in English/LA, Physical Education, and the Visual Arts **Person:**

Jun 30, 2012: Collect spring data: % of K-6 grade teachers who use Rubicon Atlas for curriculum lesson mapping/planning of Math and Social Studies. **Person:** Strategy Chair

Evidence Based Conclusions in All Content Areas

Aug 11, 2011: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Aug 18, 2011: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Aug 25, 2011: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Sep 1, 2011: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Sep 7, 2011: Teachers will attend bi-weekly STPT / PLC sessions to work collaboratively. **Person:** Teachers

Sep 8, 2011: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Sep 12, 2011: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

Sep 15, 2011: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Sep 22, 2011: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Sep 29, 2011: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Oct 5, 2011: Teachers will attend bi-weekly STPT / PLC sessions to work collaboratively. **Person:** Teachers

Oct 6, 2011: Teachers will develop requirements for use of evidence by students in cause and effect, problem-solving, decision-making, and in developing conclusions while investigating. **Person:** All Teachers

Apr 12, 2012: Teachers will develop requirements for use of evidence by students in cause and effect, problem-solving, decision-making, and in developing conclusion while investigating. **Person:** All Teachers

Apr 12, 2012: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Apr 19, 2012: Teachers will develop requirements for use of evidence by students in cause and effect, problem-solving, decision-making, and in developing conclusion while investigating. **Person:** All Teachers

Apr 19, 2012: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Apr 26, 2012: Teachers will develop requirements for use of evidence by students in cause and effect, problem-solving, decision-making, and in developing conclusion while investigating. **Person:** All Teachers

Apr 26, 2012: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

May 2, 2012: Teachers will attend bi-weekly STPT / PLC sessions to work collaboratively. **Person:** Teachers

May 3, 2012: Teachers will develop requirements for use of evidence by students in cause and effect, problem-solving, decision-making, and in developing conclusion while investigating. **Person:** All Teachers

May 3, 2012: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

May 10, 2012: Teachers will develop requirements for use of evidence by students in cause and effect, problem-solving, decision-making, and in developing conclusion while investigating. **Person:** All Teachers

May 10, 2012: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

May 14, 2012: Teachers will develop and implement formative assessments on a daily basis to guide daily instructional decisions for re-teaching, scaffolding, and interventions. **Person:** All Teachers

May 17, 2012: Teachers will develop requirements for use of evidence by students in cause and effect, problem-solving, decision-making, and in developing conclusion while investigating. **Person:** All Teachers

May 17, 2012: Teachers will develop resources for and model the use of unbiased factual information sources and logical development of ideas. **Person:** All Teachers

Focused Academic Area

✓ **Apr 1, 2011:** Collect baseline data: **Person:** Angela Allen

✓ **Apr 1, 2011:** Collect baseline data: % of all teachers who weekly implement literacy strategies in their classrooms that are specific for their content area. **Person:** Eileen Bell

Sep 7, 2011: Teacher training for Literacy in their Content Area **Person:** Strategy Chair

Sep 12, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Sep 19, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Sep 26, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Oct 3, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Oct 5, 2011: Teacher training for Literacy in their Content Area **Person:** Strategy Chair

Oct 10, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Oct 12, 2011: Administrators, Instructional Coaches, and Content Directors will offer additional support for all teachers. **Person:** Administrators

Oct 17, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Oct 24, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Oct 31, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Nov 2, 2011: Teacher training for Literacy in their Content Area **Person:** Strategy Chair

Nov 7, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Nov 9, 2011: Administrators, Instructional Coaches, and Content Directors will offer additional support for all teachers. **Person:** Administrators

Nov 14, 2011: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Apr 23, 2012: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Apr 30, 2012: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

May 2, 2012: Teacher training for Literacy in their Content Area **Person:** Strategy Chair

May 7, 2012: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

May 9, 2012: Administrators, Instructional Coaches, and Content Directors will offer additional support for all teachers. **Person:** Administrators

May 14, 2012: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

May 21, 2012: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

May 28, 2012: Teachers will model and provide guided practice in discussion, verbalizing understanding, questioning, writing to communicate understanding, making thinking visible, and concept/vocabulary development. **Person:** All Teachers

Jun 30, 2012: Collect spring data: **Person:**

Jun 30, 2012: Collect spring data: % of all teachers who weekly implement literacy strategies in their classrooms that are specific for their content area. **Person:** Strategy Chair

Focused Student Group

✓ **Apr 1, 2011:** Collect baseline data: % of teachers using lesson plans to accommodate needs of all spec. ed students **Person:** Michael Ettenberger

✓ **Apr 1, 2011:** 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:** Michael Ettenberger

Aug 1, 2011: Sped Teachers will work with counselors to schedule sped students into resource periods. **Person:** Lead Counselor

Aug 15, 2011: Assign ELL students to tutors and/or aid for ongoing assistance **Person:** Administration

Aug 15, 2011: Assign Hispanic students to tutors and/or aid for ongoing assistance **Person:** Administration

Aug 15, 2011: Introduce ELL Students and Parents to the building Liaison to offer a resource of assistance and aid **Person:** Administration

Aug 15, 2011: Introduce Hispanic Students and Parents to the building Liaison to offer a resource of assistance and aid **Person:** Administration

Aug 15, 2011: Provide ELL students with textbooks in their native language as available **Person:** Administration

Aug 15, 2011: Provide Hispanic students with textbooks in their native language as available **Person:** Administration

Aug 15, 2011: Share information about outside resources with ELL students and parents **Person:** Administration

Aug 15, 2011: Share information about outside resources with Hispanic students and parents **Person:** Administration

Sep 1, 2011: Building liaison will offer resources and assistance as needed to ELL students and parents **Person:** ELL Building Liaison

Sep 1, 2011: Building liaison will offer resources and assistance as needed to Hispanic students and parents **Person:** Hispanic Building Liaison

Sep 1, 2011: Collect weekly logs from teachers **Person:** Strategy Chair

Sep 1, 2011: Create a tutoring schedule with teachers **Person:** Strategy Chair

Sep 1, 2011: ELL Tutors/aids will provide ongoing assistance to students throughout the year **Person:** ELL Tutor/Aid

Sep 1, 2011: Hispanic Tutors/aids will provide ongoing assistance to students throughout the year **Person:** Hispanic Tutor/Aid

Sep 1, 2011: Parents will be informed of after school tutoring possibilities through ConnectEd calls and Information on IPS Online for Parents **Person:** Strategy Chair

Sep 1, 2011: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Special Education Teachers

Sep 1, 2011: 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:** Lead Counselor

Sep 1, 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:** Special Education Teachers

Sep 1, 2011: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Teachers

Sep 15, 2011: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Administration

Sep 15, 2011: Share information about outside resources with ELL students and parents **Person:** Administration

Sep 15, 2011: Share information about outside resources with Hispanic students and parents **Person:** Administration

Oct 1, 2011: Building liaison will offer resources and assistance as needed to ELL students and parents **Person:** ELL Building Liaison

Oct 1, 2011: Building liaison will offer resources and assistance as needed to Hispanic students and parents **Person:** Hispanic Building Liaison

Oct 1, 2011: Collect weekly logs from teachers **Person:** Strategy Chair

Oct 1, 2011: ELL Tutors/aids will provide ongoing assistance to students throughout the year **Person:** ELL Tutor/Aid

Oct 1, 2011: Hispanic Tutors/aids will provide ongoing assistance to students throughout the year **Person:** Hispanic Tutor/Aid

Oct 1, 2011: Regular attendees of after school tutoring will be monitored for success and improvement rate **Person:** Lead Counselor

Oct 1, 2011: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Special Education Teachers

Oct 1, 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:** Special Education Teachers

Oct 1, 2011: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Teachers

Oct 15, 2011: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Administration

Oct 15, 2011: Share information about outside resources with ELL students and parents **Person:** Administration

Oct 15, 2011: Share information about outside resources with Hispanic students and parents **Person:** Administration

Nov 1, 2011: Building liaison will offer resources and assistance as needed to ELL students and parents **Person:** ELL Building Liaison

Nov 1, 2011: Building liaison will offer resources and assistance as needed to Hispanic students and parents **Person:** Hispanic Building Liaison

Nov 1, 2011: Collect weekly logs from teachers **Person:** Strategy Chair

Nov 1, 2011: ELL Tutors/aids will provide ongoing assistance to students throughout the year **Person:** ELL Tutor/Aid

Nov 1, 2011: Hispanic Tutors/aids will provide ongoing assistance to students throughout the year **Person:** Hispanic Tutor/Aid

Nov 1, 2011: Regular attendees of after school tutoring will be monitored for success and improvement rate **Person:** Lead Counselor

Nov 1, 2011: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Special Education Teachers

Nov 1, 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:** Special Education Teachers

Nov 1, 2011: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Teachers

Nov 15, 2011: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Administration

Nov 15, 2011: Share information about outside resources with ELL students and parents **Person:** Administration

Nov 15, 2011: Share information about outside resources with Hispanic students and parents **Person:** Administration

Nov 30, 2011: Collect fall data: % of teachers using lesson plans to accommodate needs of all spec. ed students **Person:** Strategy Chair

Nov 30, 2011: 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:** Strategy Chair

Dec 1, 2011: Building liaison will offer resources and assistance as needed to ELL students and parents **Person:** ELL Building Liaison

Dec 1, 2011: Building liaison will offer resources and assistance as needed to Hispanic students and parents **Person:** Hispanic Building Liaison

Dec 1, 2011: Collect weekly logs from teachers **Person:** Strategy Chair

Dec 1, 2011: ELL Tutors/aids will provide ongoing assistance to students throughout the year **Person:** ELL Tutor/Aid

Dec 1, 2011: Hispanic Tutors/aids will provide ongoing assistance to students throughout the year **Person:** Hispanic Tutor/Aid

Dec 1, 2011: Regular attendees of after school tutoring will be monitored for success and improvement rate **Person:** Lead Counselor

Dec 1, 2011: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Special Education Teachers

Dec 1, 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:** Special Education Teachers

Dec 1, 2011: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Teachers

Dec 15, 2011: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Administration

Dec 15, 2011: Share information about outside resources with ELL students and parents **Person:** Administration

Dec 15, 2011: Share information about outside resources with Hispanic students and parents **Person:** Administration

Jan 1, 2012: Building liaison will offer resources and assistance as needed to ELL students and parents **Person:** ELL Building Liaison

Jan 1, 2012: Building liaison will offer resources and assistance as needed to Hispanic students and parents **Person:** Hispanic Building Liaison

Jan 1, 2012: Collect weekly logs from teachers **Person:** Strategy Chair

Jan 1, 2012: ELL Tutors/aids will provide ongoing assistance to students throughout the year **Person:** ELL Tutor/Aid

Jan 1, 2012: Hispanic Tutors/aids will provide ongoing assistance to students throughout the year **Person:** Hispanic Tutor/Aid

Jan 1, 2012: Regular attendees of after school tutoring will be monitored for success and improvement rate **Person:** Lead Counselor

Jan 1, 2012: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Special Education Teachers

Jan 1, 2012: 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:** Special Education Teachers

Jan 1, 2012: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Teachers

Jan 5, 2012: Create a tutoring schedule with teachers **Person:** Strategy Chair

Jan 15, 2012: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Administration

Jan 15, 2012: Share information about outside resources with ELL students and parents **Person:** Administration

Jan 15, 2012: Share information about outside resources with Hispanic students and parents **Person:** Administration

Feb 1, 2012: Building liaison will offer resources and assistance as needed to ELL students and parents **Person:** ELL Building Liaison

Feb 1, 2012: Building liaison will offer resources and assistance as needed to Hispanic students and parents **Person:** Hispanic Building Liaison

Feb 1, 2012: Collect weekly logs from teachers **Person:** Strategy Chair

Feb 1, 2012: ELL Tutors/aids will provide ongoing assistance to students throughout the year **Person:** ELL Tutor/Aid

Feb 1, 2012: Hispanic Tutors/aids will provide ongoing assistance to students throughout the year **Person:** Hispanic Tutor/Aid

Feb 1, 2012: Regular attendees of after school tutoring will be monitored for success and improvement rate **Person:** Lead Counselor

Feb 1, 2012: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Special Education Teachers

Feb 1, 2012: 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:** Lead Counselor

Feb 1, 2012: 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:** Special Education Teachers

Feb 1, 2012: Sped Teachers will work with counselors to schedule sped students into resource periods. **Person:** Lead Counselor

Feb 1, 2012: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Teachers

Feb 15, 2012: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Administration

Feb 15, 2012: Share information about outside resources with ELL students and parents **Person:** Administration

Feb 15, 2012: Share information about outside resources with Hispanic students and parents **Person:** Administration

Mar 1, 2012: Building liaison will offer resources and assistance as needed to ELL students and parents **Person:** ELL Building Liaison

Mar 1, 2012: Building liaison will offer resources and assistance as needed to Hispanic students and parents **Person:** Hispanic Building Liaison

Mar 1, 2012: Collect weekly logs from teachers **Person:** Strategy Chair

Mar 1, 2012: ELL Tutors/aids will provide ongoing assistance to students throughout the year **Person:** ELL Tutor/Aid

Mar 1, 2012: Hispanic Tutors/aids will provide ongoing assistance to students throughout the year **Person:** Hispanic Tutor/Aid

Mar 1, 2012: Regular attendees of after school tutoring will be monitored for success and improvement rate **Person:** Lead Counselor

Mar 1, 2012: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Special Education Teachers

Mar 1, 2012: 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:** Special Education Teachers

Mar 1, 2012: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Teachers

Mar 15, 2012: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Administration

Mar 15, 2012: Share information about outside resources with ELL students and parents **Person:** Administration

Mar 15, 2012: Share information about outside resources with Hispanic students and parents **Person:** Administration

Apr 1, 2012: Building liaison will offer resources and assistance as needed to ELL students and parents **Person:** ELL Building Liaison

Apr 1, 2012: Building liaison will offer resources and assistance as needed to Hispanic students and parents **Person:** Hispanic Building Liaison

Apr 1, 2012: Collect weekly logs from teachers **Person:** Strategy Chair

Apr 1, 2012: ELL Tutors/aids will provide ongoing assistance to students throughout the year **Person:** ELL Tutor/Aid

Apr 1, 2012: Hispanic Tutors/aids will provide ongoing assistance to students throughout the year **Person:** Hispanic Tutor/Aid

Apr 1, 2012: Regular attendees of after school tutoring will be monitored for success and improvement rate **Person:** Lead Counselor

Apr 1, 2012: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Special Education Teachers

Apr 1, 2012: 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:** Special Education Teachers

Apr 1, 2012: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Teachers

Apr 15, 2012: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Administration

Apr 15, 2012: Share information about outside resources with ELL students and parents **Person:** Administration

Apr 15, 2012: Share information about outside resources with Hispanic students and parents **Person:** Administration

May 1, 2012: Building liaison will offer resources and assistance as needed to ELL students and parents **Person:** ELL Building Liaison

May 1, 2012: Building liaison will offer resources and assistance as needed to Hispanic students and parents **Person:** Hispanic Building Liaison

May 1, 2012: Collect weekly logs from teachers **Person:** Strategy Chair

May 1, 2012: ELL Tutors/aids will provide ongoing assistance to students throughout the year **Person:** ELL Tutor/Aid

May 1, 2012: Hispanic Tutors/aids will provide ongoing assistance to students throughout the year **Person:** Hispanic Tutor/Aid

May 1, 2012: Regular attendees of after school tutoring will be monitored for success and improvement rate **Person:** Lead Counselor

May 1, 2012: Special Ed. students will meet with special ed teachers and peer tutors during their resource period for assistance/tutoring with assignments. **Person:** Special Education Teachers

May 1, 2012: 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:** Special Education Teachers

May 1, 2012: Teachers will make recommendations to Tutoring Programs and parents about students in need of enrichment possibilities **Person:** Teachers

May 15, 2012: Administrators will observe implementation of appropriate accommodations and modifications used by content area teachers with sped students. **Person:** Administration

May 15, 2012: Share information about outside resources with ELL students and parents **Person:** Administration

May 15, 2012: Share information about outside resources with Hispanic students and parents **Person:** Administration

Jun 1, 2012: Regular attendees of after school tutoring will be monitored for success and improvement rate **Person:** Lead Counselor

Jun 15, 2012: Share information about outside resources with ELL students and parents **Person:** Administration

Jun 30, 2012: Collect spring data: % of teachers using lesson plans to accommodate needs of all spec. ed students **Person:** Strategy Chair

Jun 30, 2012: 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:** Strategy Chair

Jul 15, 2012: Share information about outside resources with ELL students and parents **Person:** Administration

Aug 15, 2012: Share information about outside resources with ELL students and parents **Person:** Administration

Sep 15, 2012: Share information about outside resources with ELL students and parents **Person:** Administration

Graduation Plan

Sep 30, 2011: Introduce and discuss the Graduation Plan materials and resources. 6th Grade students will review the On-Line Graduation Plan. **Person:** Social Worker, Counselor and Principal

Sep 30, 2011: Introduction to the 6th Grade Graduation Plan **Person:** Joan Harrell and Ginger Arvin

Sep 30, 2011: Secondary Graduation Plan Refresher Session **Person:** IPS Lead Counselor (person to be hired in July 2011)

Nov 30, 2011: 6th Grade students will complete a learning Styles Inventory either electronically or by paper and pencil found on the "Learn More Indiana" website. The Social Worker/Counselor and teacher will discuss results with students. **Person:** Social Worker, Counselor, Teacher

Dec 21, 2011: Principal and/or Social Worker/Counselor will lead a Parent/Student meeting where information is shared about the Core 40 diploma options and parent and students choose one option as a goal. Parents will also be encouraged to sign up for the 21st Century **Person:** Social Worker, Counselor, Principal, Teacher

Dec 21, 2011: Review a sampling of the Graduation Plans for each grade level. A checklist with all students' names listed will be kept indicating the activities each students completed as of December. **Person:** Strategy Chairperson

Dec 21, 2011: Students will complete either electronically or by paper/pencil a Career Interest Inventory found on the "Learn More Indiana" website. Information will be used to complete After High School Plan section on the Graduation Plan. **Person:** Social Worker, Counselor

Jan 31, 2012: Parents of students in grades 6th, 7th, and 8th will fill out and submit an application for the Twenty-first Century Scholars Gear-Up Grant Program. **Person:** Social Worker, Counselor

Feb 28, 2012: Social Worker/Counselor and/or Parent Liaison will contact the parent who did not attend the December Graduation Plan to set up a meeting to go over the Graduation Plan components and the 21st Century Scholar Gear Up Program Grant opportunity. **Person:** Social Worker, Counselor, Parent Liaison

Feb 28, 2012: Students will go over, discuss and complete the activities on the On Track mini magazine and complete the checklist on the on-line Graduation Plan. **Person:** Social Worker, Counselor, Teacher

Mar 31, 2012: Principal will discuss and give expectations to the Counselor/Social Workers or Teachers who do not complete the required components of the Graduation Plan so timelines are met by April 30, 2012. **Person:** Principal

Apr 30, 2012: Students will complete all the activities and requirements for the grade-level graduation plan in which they are currently enrolled on IPS On-Line Graduation Plan. **Person:** Social Worker, Counselor, Teacher

May 31, 2012: Keep in the documentation notebook a sampling of completed Graduation Plans for different grade levels. **Person:** Strategy Chairperson

May 31, 2012: Review Graduation Plans and complete the student checklist indicating the activities completed by all students. **Person:** Strategy Chairperson

Implementation of Paced Curriculum

✓ **Apr 1, 2011:** Collect baseline data: The percent of all teachers who are adhering to the district pacing guide. **Person:** Lawrence Yarrell

Aug 15, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Aug 15, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Aug 22, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Aug 22, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Aug 29, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Aug 29, 2011: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

Aug 29, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Sep 5, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Sep 5, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Sep 12, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Sep 12, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Sep 19, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Sep 19, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Sep 26, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Sep 26, 2011: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

Sep 26, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Oct 3, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Oct 3, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Oct 10, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Oct 10, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Oct 17, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Oct 17, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Oct 24, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Oct 24, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Oct 31, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Oct 31, 2011: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

Oct 31, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Nov 7, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Nov 7, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Nov 14, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Nov 14, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Nov 21, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Nov 21, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Nov 28, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Nov 28, 2011: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

Nov 28, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Nov 30, 2011: Collect fall data: The percent of all teachers who are adhering to the district pacing guide. **Person:**

Dec 5, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Dec 5, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Dec 12, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Dec 12, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Dec 19, 2011: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Dec 19, 2011: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

Dec 19, 2011: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Jan 9, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Jan 9, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Jan 16, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Jan 16, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Jan 23, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Jan 23, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Jan 30, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Jan 30, 2012: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

Jan 30, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Feb 6, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Feb 6, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Feb 13, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Feb 13, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Feb 20, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Feb 20, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Feb 27, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Feb 27, 2012: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

Feb 27, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Mar 5, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Mar 5, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Mar 12, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Mar 12, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Mar 19, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Mar 19, 2012: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

Mar 19, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Apr 2, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Apr 2, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Apr 9, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Apr 9, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Apr 16, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Apr 16, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Apr 23, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Apr 23, 2012: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

Apr 23, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Apr 30, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

Apr 30, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

May 7, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

May 7, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

May 14, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

May 14, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

May 21, 2012: Administrators will monitor the implementation of the paced curriculum in all content areas. **Person:** Administrators

May 21, 2012: Professional development for teachers not adhering to the district pacing guides **Person:** Administrators

May 21, 2012: Teachers will implement the paced curriculum as designed in all content areas. **Person:** K-12 teachers

Jun 30, 2012: Collect spring data: The percent of all teachers who are adhering to the district pacing guide. **Person:**

Planning and Preparation for Student Centered Classroom

Aug 11, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Aug 11, 2011: Teachers will review and discuss content materials and resources in preparation for teaching a unit **Person:** Strategy Chair

Aug 18, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Aug 25, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Sep 1, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Sep 8, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Sep 11, 2011: Teachers will review and discuss content materials and resources in preparation for teaching a unit **Person:** Strategy Chair

Sep 14, 2011: Teachers will have the opportunity to participate in professional development for: guiding student led discussions, integration of technology, using manipulatives, questioning strategies, utilizing critical vocabulary, and guiding investigations to engage **Person:** Strategy Chair

Sep 15, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Sep 22, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Sep 29, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Oct 6, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Oct 11, 2011: Teachers will review and discuss content materials and resources in preparation for teaching a unit **Person:** Strategy Chair

Oct 13, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Oct 14, 2011: Teachers will have the opportunity to participate in professional development for: guiding student led discussions, integration of technology, using manipulatives, questioning strategies, utilizing critical vocabulary, and guiding investigations to engage **Person:** Strategy Chair

Oct 20, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Oct 27, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Nov 1, 2011: Algebra I, Algebra II, English 10 and English 11 teachers working with students who will take ECAs in December will review critical skills and current data to determine review, and interventions in preparation for December ECA testing (Please remove this **Person:** Strategy Chair

Nov 3, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Nov 10, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Nov 11, 2011: Teachers will review and discuss content materials and resources in preparation for teaching a unit **Person:** Strategy Chair

Nov 17, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Dec 1, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Dec 8, 2011: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Apr 5, 2012: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Apr 11, 2012: Teachers will review and discuss content materials and resources in preparation for teaching a unit **Person:** Strategy Chair

Apr 12, 2012: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Apr 14, 2012: Teachers will have the opportunity to participate in professional development for: guiding student led discussions, integration of technology, using manipulatives, questioning strategies, utilizing critical vocabulary, and guiding investigations to engage **Person:** Strategy Chair

Apr 19, 2012: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Apr 26, 2012: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

May 3, 2012: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

May 10, 2012: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

May 11, 2012: Teachers will review and discuss content materials and resources in preparation for teaching a unit **Person:** Strategy Chair

May 17, 2012: Teachers will develop unit lesson plans based on content materials and resources to create student-centered classrooms. Plans will include: student led discussions, integration of technology, using manipulatives, modeling, exhibiting content knowledge, u **Person:** K-12 Teachers

Promoting Enrollment and Performance in the Honors Plus and Honors Courses

Aug 15, 2011: Inform parents of the opportunity for Honors Courses **Person:** Lead Counselor

Jan 15, 2012: Inform parents of the opportunity for Honors Courses **Person:** Lead Counselor

Feb 1, 2012: Counselors meet with students to explain the benefits of registering for honors courses **Person:** Lead Counselor

Feb 1, 2012: Register eligible students for Honors Courses **Person:** Lead Counselor

Reading Comprehension

Aug 10, 2011: Content Meetings **Person:** Rebecca Crosbie

Aug 11, 2011: Word of the Day **Person:** Rebecca Crosbie

Aug 13, 2011: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes

Aug 18, 2011: Word of the Day **Person:** Rebecca Crosbie

Aug 25, 2011: Word of the Day **Person:** Rebecca Crosbie

Sep 1, 2011: Word of the Day **Person:** Rebecca Crosbie

Sep 8, 2011: Word of the Day **Person:** Rebecca Crosbie

Sep 10, 2011: Content Meetings **Person:** Rebecca Crosbie

Sep 15, 2011: Word of the Day **Person:** Rebecca Crosbie

Sep 22, 2011: Word of the Day **Person:** Rebecca Crosbie

Sep 29, 2011: Word of the Day **Person:** Rebecca Crosbie

Oct 6, 2011: Word of the Day **Person:** Rebecca Crosbie

Oct 10, 2011: Content Meetings **Person:** Rebecca Crosbie

Oct 13, 2011: Word of the Day **Person:** Rebecca Crosbie

Oct 15, 2011: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes

Oct 20, 2011: Word of the Day **Person:** Rebecca Crosbie

Oct 27, 2011: Word of the Day **Person:** Rebecca Crosbie

Nov 3, 2011: Word of the Day **Person:** Rebecca Crosbie

Nov 10, 2011: Content Meetings **Person:** Rebecca Crosbie

Nov 10, 2011: Word of the Day **Person:** Rebecca Crosbie

Nov 17, 2011: Word of the Day **Person:** Rebecca Crosbie
Nov 24, 2011: Word of the Day **Person:** Rebecca Crosbie
Dec 1, 2011: Word of the Day **Person:** Rebecca Crosbie
Dec 8, 2011: Word of the Day **Person:** Rebecca Crosbie
Dec 10, 2011: Content Meetings **Person:** Rebecca Crosbie
Dec 15, 2011: Word of the Day **Person:** Rebecca Crosbie
Dec 17, 2011: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
Dec 22, 2011: Word of the Day **Person:** Rebecca Crosbie
Dec 29, 2011: Word of the Day **Person:** Rebecca Crosbie
Jan 5, 2012: Word of the Day **Person:** Rebecca Crosbie
Jan 10, 2012: Content Meetings **Person:** Rebecca Crosbie
Jan 12, 2012: Word of the Day **Person:** Rebecca Crosbie
Jan 19, 2012: Word of the Day **Person:** Rebecca Crosbie
Jan 26, 2012: Word of the Day **Person:** Rebecca Crosbie
Feb 2, 2012: Word of the Day **Person:** Rebecca Crosbie
Feb 9, 2012: Word of the Day **Person:** Rebecca Crosbie
Feb 10, 2012: Content Meetings **Person:** Rebecca Crosbie
Feb 16, 2012: Word of the Day **Person:** Rebecca Crosbie
Feb 18, 2012: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
Feb 23, 2012: Word of the Day **Person:** Rebecca Crosbie
Mar 1, 2012: Word of the Day **Person:** Rebecca Crosbie
Mar 8, 2012: Word of the Day **Person:** Rebecca Crosbie
Mar 10, 2012: Content Meetings **Person:** Rebecca Crosbie
Mar 15, 2012: Word of the Day **Person:** Rebecca Crosbie
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Mar 29, 2012: Word of the Day **Person:** Rebecca Crosbie
Apr 5, 2012: Word of the Day **Person:** Rebecca Crosbie
Apr 10, 2012: Content Meetings **Person:** Rebecca Crosbie
Apr 12, 2012: Word of the Day **Person:** Rebecca Crosbie
Apr 19, 2012: Word of the Day **Person:** Rebecca Crosbie
Apr 21, 2012: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
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May 31, 2012: Word of the Day **Person:** Rebecca Crosbie
Jun 7, 2012: Word of the Day **Person:** Rebecca Crosbie
Jun 10, 2012: Content Meetings **Person:** Rebecca Crosbie
Jun 14, 2012: Word of the Day **Person:** Rebecca Crosbie
Jun 21, 2012: Word of the Day **Person:** Rebecca Crosbie
Jun 23, 2012: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
Jun 28, 2012: Word of the Day **Person:** Rebecca Crosbie
Jul 5, 2012: Word of the Day **Person:** Rebecca Crosbie
Jul 10, 2012: Content Meetings **Person:** Rebecca Crosbie
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Aug 23, 2012: Word of the Day **Person:** Rebecca Crosbie
Aug 25, 2012: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
Aug 30, 2012: Word of the Day **Person:** Rebecca Crosbie
Sep 6, 2012: Word of the Day **Person:** Rebecca Crosbie
Sep 10, 2012: Content Meetings **Person:** Rebecca Crosbie
Sep 13, 2012: Word of the Day **Person:** Rebecca Crosbie
Sep 20, 2012: Word of the Day **Person:** Rebecca Crosbie

Sep 27, 2012: Word of the Day **Person:** Rebecca Crosbie
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Oct 10, 2012: Content Meetings **Person:** Rebecca Crosbie
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Oct 27, 2012: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
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Dec 27, 2012: Word of the Day **Person:** Rebecca Crosbie
Dec 29, 2012: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
Jan 3, 2013: Word of the Day **Person:** Rebecca Crosbie
Jan 10, 2013: Content Meetings **Person:** Rebecca Crosbie
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Feb 14, 2013: Word of the Day **Person:** Rebecca Crosbie
Feb 21, 2013: Word of the Day **Person:** Rebecca Crosbie
Feb 28, 2013: Word of the Day **Person:** Rebecca Crosbie
Mar 2, 2013: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
Mar 7, 2013: Word of the Day **Person:** Rebecca Crosbie
Mar 10, 2013: Content Meetings **Person:** Rebecca Crosbie
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Apr 4, 2013: Word of the Day **Person:** Rebecca Crosbie
Apr 10, 2013: Content Meetings **Person:** Rebecca Crosbie
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Apr 18, 2013: Word of the Day **Person:** Rebecca Crosbie
Apr 25, 2013: Word of the Day **Person:** Rebecca Crosbie
May 2, 2013: Word of the Day **Person:** Rebecca Crosbie
May 4, 2013: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
May 9, 2013: Word of the Day **Person:** Rebecca Crosbie
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May 23, 2013: Word of the Day **Person:** Rebecca Crosbie
May 30, 2013: Word of the Day **Person:** Rebecca Crosbie
Jun 6, 2013: Word of the Day **Person:** Rebecca Crosbie
Jun 10, 2013: Content Meetings **Person:** Rebecca Crosbie
Jun 13, 2013: Word of the Day **Person:** Rebecca Crosbie
Jun 20, 2013: Word of the Day **Person:** Rebecca Crosbie
Jun 27, 2013: Word of the Day **Person:** Rebecca Crosbie
Jul 4, 2013: Word of the Day **Person:** Rebecca Crosbie
Jul 6, 2013: District Bell Ringers for ECA Prep **Person:** Phyllis Barnes
Jul 11, 2013: Word of the Day **Person:** Rebecca Crosbie
Jul 18, 2013: Word of the Day **Person:** Rebecca Crosbie
Jul 25, 2013: Word of the Day **Person:** Rebecca Crosbie
Aug 1, 2013: Word of the Day **Person:** Rebecca Crosbie
Aug 8, 2013: Word of the Day **Person:** Rebecca Crosbie

Response to Instruction (RtI)

✓ **Apr 1, 2011:** Collect baseline data: % of teachers who implement Response to Instruction including a tier 1 core and tier 2 and 3 interventions **Person:** Michael Ettenberger

Apr 1, 2011: Collect baseline data: increase in % of teachers who participate in RTI process. **Person:**

Aug 30, 2011: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

Aug 30, 2011: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

Aug 30, 2011: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be developed. **Person:** Phyllis Barnes

Aug 30, 2011: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

Aug 30, 2011: The BBT Team will keep a binder. The binder will contain the student referrals, the action plans, progress monitoring guide, the fidelity implementation checklists, the data review notes, data review action plans and any other information for each student. **Person:** Phyllis Barnes

Aug 30, 2011: The BBT Team will meet regularly to review student referrals. This will include initial and data review meetings for each student. **Person:** Phyllis Barnes

Sep 30, 2011: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

Sep 30, 2011: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

Sep 30, 2011: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be developed. **Person:** Phyllis Barnes

Sep 30, 2011: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

Sep 30, 2011: September Staff Meeting â Review the District level RTI Plan and the review the BBT process and how it relates to RTI and student achievement **Person:** Phyllis Barnes Building Principal and RTI Strategy Chairperson

Sep 30, 2011: Staff members will use information to identify trends, challenges and strengths in the process of Building Based Teams for RTI to help strengthen the Teamâs work in the next school year. **Person:** BBT Team Members and staff

Sep 30, 2011: Team will identify strengths, challenges and needs for the BBT process. The BBT team will identify needs for the team. (resources and coaching) **Person:** BBT Team Members

Oct 30, 2011: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

Oct 30, 2011: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

Oct 30, 2011: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be developed. **Person:** Phyllis Barnes

Oct 30, 2011: October Staff Meeting â Special Education Procedures and the Law **Person:** Building Principal and RTI Strategy Chairperson

Oct 30, 2011: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

Oct 30, 2011: Team will identify strengths, challenges and needs for the BBT process. The BBT team will identify needs for the team. (resources and coaching) **Person:** BBT Team Members

Nov 30, 2011: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

Nov 30, 2011: Collect fall data: % of teachers who implement Response to Instruction including a tier 1 core and tier 2 and 3 interventions **Person:** Strategy Chair

Nov 30, 2011: Collect fall data: increase in % of teachers who participate in RTI process. **Person:**

Nov 30, 2011: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

Nov 30, 2011: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be developed. **Person:** Phyllis Barnes

Nov 30, 2011: November Staff Meeting â Developing a Building Based Team for RTI and Case Studies for the Response to Intervention Process **Person:** Building Principal and RTI Strategy Chairperson

Nov 30, 2011: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

Nov 30, 2011: Team will identify strengths, challenges and needs for the BBT process. The BBT team will identify needs for the team. (resources and coaching) **Person:** BBT Team Members

Dec 2, 2011: Staff members will use information to identify trends, challenges and strengths in the process of Building Based Teams for RTI to help strengthen the Teamâs work in the next school year. **Person:** BBT Team Members and staff

Dec 30, 2011: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

Dec 30, 2011: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

Dec 30, 2011: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be develope **Person:** Phyllis Barnes

Dec 30, 2011: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

Dec 30, 2011: Team will identify strengths, challenges and needs for the BBT process. The BBT team will identify needs for the team. (resources and coaching) **Person:** BBT Team Members

Jan 30, 2012: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

Jan 30, 2012: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

Jan 30, 2012: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be develope **Person:** Phyllis Barnes

Jan 30, 2012: January Staff Meeting â Identifying Interventions for Academic Supports **Person:** Building Principal and RTI Strategy Chairperson

Jan 30, 2012: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

Jan 30, 2012: Team will identify strengths, challenges and needs for the BBT process. The BBT team will identify needs for the team. (resources and coaching) **Person:** BBT Team Members

Feb 3, 2012: Staff members will use information to identify trends, challenges and strengths in the process of Building Based Teams for RTI to help strengthen the Teamâs work in the next school year. **Person:** BBT Team Members and staff

Feb 28, 2012: February Staff Meeting â Identifying Interventions for Behavior **Person:** Building Principal and RTI Strategy Chairperson

Mar 1, 2012: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

Mar 1, 2012: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

Mar 1, 2012: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be develope **Person:** Phyllis Barnes

Mar 1, 2012: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

Mar 1, 2012: Team will identify strengths, challenges and needs for the BBT process. The BBT team will identify needs for the team. (resources and coaching) **Person:** BBT Team Members

Mar 30, 2012: March Staff Meeting â Identifying Interventions for Math **Person:** Building Principal and RTI Strategy Chairperson

Apr 1, 2012: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

Apr 1, 2012: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

Apr 1, 2012: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be develope **Person:** Phyllis Barnes

Apr 1, 2012: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

Apr 1, 2012: Team will identify strengths, challenges and needs for the BBT process. The BBT team will identify needs for the team. (resources and coaching) **Person:** BBT Team Members

Apr 6, 2012: Staff members will use information to identify trends, challenges and strengths in the process of Building Based Teams for RTI to help strengthen the Team's work in the next school year. **Person:** BBT Team Members and staff

Apr 30, 2012: April Staff Meeting â Identifying Interventions for Language Arts (Reading) **Person:** Building Principal and RTI Strategy Chairperson

May 1, 2012: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

May 1, 2012: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

May 1, 2012: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be developed **Person:** Phyllis Barnes

May 1, 2012: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

May 1, 2012: Team will identify strengths, challenges and needs for the BBT process. The BBT team will identify needs for the team. (resources and coaching) **Person:** BBT Team Members

May 30, 2012: May Staff Meeting - Identifying Interventions for Language Arts (Writing) **Person:** Building Principal and RTI Strategy Chairperson

Jun 1, 2012: An action plan identifying goals, interventions, progress monitoring and implementation fidelity checklists with timelines will be completed for each student referred to the Team. **Person:** Phyllis Barnes

Jun 1, 2012: Data review meetings for each student will be held within the identified time frame. During the meeting, the data on progress/lack of progress will be shared with all team members and the parents. Next steps will be discussed. **Person:** Phyllis Barnes

Jun 1, 2012: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be developed **Person:** Phyllis Barnes

Jun 1, 2012: Parents will be given information on the BBT process and will be invited to the meetings for their child. **Person:** Phyllis Barnes

Jun 1, 2012: Team will identify strengths, challenges and needs for the BBT process. The BBT team will identify needs for the team. (resources and coaching) **Person:** BBT Team Members

Jun 8, 2012: Staff members will use information to identify trends, challenges and strengths in the process of Building Based Teams for RTI to help strengthen the Team's work in the next school year. **Person:** BBT Team Members and staff

Jun 30, 2012: Collect spring data: % of teachers who implement Response to Instruction including a tier 1 core and tier 2 and 3 interventions **Person:** Strategy Chair

Jun 30, 2012: Collect spring data: increase in % of teachers who participate in RTI process. **Person:**

Jun 30, 2012: June Staff Meeting â Utilizing data to reflect upon this year and plan for next year. **Person:** Building Principal and RTI Strategy Chairperson

Jul 1, 2012: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be developed **Person:** Phyllis Barnes

Aug 1, 2012: Each school will develop a Building Based Team for Response to Instruction (BBT for RTI). The team will identify a facilitator, a recorder, and a logistics coordinator in addition to the core team. A meeting schedule with principal approval will be developed **Person:** Phyllis Barnes

Rituals and Routines for Maximizing Instructional Time

Aug 11, 2011: Teachers will establish protocols for class discussions **Person:** All Teachers

Aug 11, 2011: Teachers will establish rituals and routines for beginning and ending activities such as Bell Ringers and Exit Tickets **Person:** All Teachers

Aug 11, 2011: Teachers will establish rituals and routines for distributing class materials and supplies particularly those that are used daily **Person:** All Teachers

Sep 9, 2011: Principals will monitor the use of established rituals and routines to ensure maximal use of instructional time **Person:** Building administrator

Sep 9, 2011: Teachers will discuss the facilitation of meaningful classroom discussions **Person:** Strategy Chair

Sep 9, 2011: Teachers will discuss the facilitation of student led activities **Person:** All Teachers

Sep 11, 2011: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time. **Person:** Building administrator

Oct 9, 2011: Principals will monitor the use of established rituals and routines to ensure maximal use of instructional time **Person:** Building administrator

Oct 9, 2011: Teachers will discuss the facilitation of student led activities **Person:** All Teachers

Oct 11, 2011: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time. **Person:** Building administrator

Nov 9, 2011: Principals will monitor the use of established rituals and routines to ensure maximal use of instructional time **Person:** Building administrator

Nov 9, 2011: Teachers will discuss the facilitation of student led activities **Person:** All Teachers

Nov 11, 2011: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time. **Person:** Building administrator

Dec 9, 2011: Principals will monitor the use of established rituals and routines to ensure maximal use of instructional time **Person:** Building administrator

Dec 9, 2011: Teachers will discuss the facilitation of student led activities **Person:** All Teachers

Dec 11, 2011: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time. **Person:** Building administrator

Jan 9, 2012: Principals will monitor the use of established rituals and routines to ensure maximal use of instructional time **Person:** Building administrator

Jan 9, 2012: Teachers will discuss the facilitation of student led activities **Person:** All Teachers

Jan 11, 2012: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time. **Person:** Building administrator

Feb 9, 2012: Principals will monitor the use of established rituals and routines to ensure maximal use of instructional time **Person:** Building administrator

Feb 9, 2012: Teachers will discuss the facilitation of student led activities **Person:** All Teachers

Feb 11, 2012: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time. **Person:** Building administrator

Mar 9, 2012: Principals will monitor the use of established rituals and routines to ensure maximal use of instructional time **Person:** Building administrator

Mar 9, 2012: Teachers will discuss the facilitation of student led activities **Person:** All Teachers

Mar 11, 2012: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time. **Person:** Building administrator

Apr 9, 2012: Principals will monitor the use of established rituals and routines to ensure maximal use of instructional time **Person:** Building administrator

Apr 9, 2012: Teachers will discuss the facilitation of student led activities **Person:** All Teachers

Apr 11, 2012: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time. **Person:** Building administrator

May 9, 2012: Principals will monitor the use of established rituals and routines to ensure maximal use of instructional time **Person:** Building administrator

May 9, 2012: Teachers will discuss the facilitation of student led activities **Person:** All Teachers

May 11, 2012: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time. **Person:** Building administrator

Teacher Expectations and Student Achievement (TESA)

Aug 15, 2011: Pairs of teachers will do peer observations gathering data on each of the TESA strands in the following sequence: 1. Stand #1-Equitable Distribution of Response Opportunities 2. Stand #1 Latency and Delving, Giving Clues 3. Stand #1-Higher Level Qu **Person:** Teachers and Administrator

Aug 15, 2011: Teachers lack of doing observations of their peers on the TESA strands and/or sharing findings in STPT/PLC meetings. **Person:** Administrator

Sep 1, 2011: Administrators will do informal and formal observations and provide information on TESA strands in the feedback forms. **Person:** Administrators

Sep 30, 2011: TESA Building Level Training will be conducted by the TESA Strategy Chairperson for any new staff members not trained in prior school years. **Person:** Strategy Chairperson

Oct 15, 2011: Attend TESA Strategy Chairperson Meeting **Person:** Ruthanne Adams

Feb 15, 2012: Attend second semester TESA Strategy Chairperson Meeting. **Person:** Ruthanne Adams

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 to 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.

Benchmark & End of Semester Assessments

At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop act

Brief Description: During monthly principals' meetings 10 minutes will be devoted to talking about and giving suggestions on how to utilize data to move instruction in the classroom.

Intended Participants:

Date: Sep 1, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Cultural Competency Plan

cultural competency practices and their importance

Brief Description: Teachers will participate in a reading and study group to familiarize themselves with cultural issues and strategies for the classroom.

Intended Participants: Teachers, Counselors, Administrators

Dates: Aug 18, 2011; Sep 18, 2011; Oct 18, 2011; Nov 18, 2011; Dec 18, 2011; Jan 18, 2012; Feb 18, 2012; Mar 18, 2012; Apr 18, 2012; May 18, 2012

Activity Purpose: Information, Skill Building

Activity Format: Study Group, Professional Reading, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

IPS Multicultural Fair

Brief Description: Faculty will attend the IPS Multicultural Fair

Intended Participants: Teachers, Counselors, Administrators, Other

Date: Apr 1, 2012

Activity Purpose: Information

Activity Format: Presentation

Funding: NA

Does this activity occur during the school day? No

Multicultural Infusion Conference

Brief Description: Faculty will attend the IPS Multicultural Infusion Conference.

Intended Participants: Teachers, Counselors, Administrators, Other

Date: Sep 1, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: NA

Does this activity occur during the school day? No

Data Based Instructional Decision Making

Teachers, instructional coaches and administrators will participate in school based data focused wor

Brief Description: Teachers, instructional coaches and administrators will participate in school based data focused workshops or sessions to analyze data and plan re-teaching, scaffolding and interventions.

Intended Participants:

Date: Sep 11, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Evidence Based Conclusions in All Content Areas

Teachers will attend bi-weekly STPT / PLC sessions to work collaboratively.

Brief Description: Teachers will attend bi-weekly STPT / PLC meetings to collaboratively develop resources on unbiased factual information sources and formative assessments to guide daily instructional decisions.

Intended Participants:

Date: Sep 7, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

Implementation of Paced Curriculum

Professional development for teachers not adhering to the district pacing guides

Brief Description: Teachers who are not adhering to the district pacing guide will participate in professional development sessions during teacher planning time led by building administrator, instructional coaches or master teachers

Intended Participants:

Date: Aug 29, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Planning and Preparation for Student Centered Classroom

Teachers will have the opportunity to participate in professional development for: guiding student I

Brief Description: Teachers will have the opportunity to participate in professional development focused on using manipulatives to enhance student learning.

Intended Participants:

Date: Sep 14, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Promoting Enrollment and Performance in the Honors Plus and Honors Courses

No professional development is needed for this strategy.

Reading Comprehension

Content Meetings

Brief Description: Monthly meetings to review content and to share and learn strategies for content reading and vocabulary building by review student work and professional readings.

Intended Participants: Teachers, Counselors, Other

Dates: Aug 10, 2011; Sep 10, 2011; Oct 10, 2011; Nov 10, 2011; Dec 10, 2011; Jan 10, 2012; Feb 10, 2012; Mar 10, 2012; Apr 10, 2012; May 10, 2012; Jun 10, 2012; Jul 10, 2012; Aug 10, 2012; Sep 10, 2012; Oct 10, 2012; Nov 10, 2012; Dec 10, 2012; Jan 10, 2013; Feb 10, 2013; Mar 10, 2013; Apr 10, 2013; May 10, 2013; Jun 10, 2013

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

Activity Format: Presentation, Peer Coaching, Professional Reading, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Response to Instruction (RtI)

April Staff Meeting â Identifying Interventions for Language Arts (Reading)

Brief Description: 1. Interactive Reading Intervention Workshop focusing on comprehension and other identified areas of need. 2. Collaborative groups discuss interventions and applications to their students.

Intended Participants:

Date: Apr 30, 2012

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

February Staff Meeting â Identifying Interventions for Behavior

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants:

Date: Feb 28, 2012

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

January Staff Meeting â Identifying Interventions for Academic Supports

Brief Description: 1. Principal will share information on the District Wide Intervention Website for RTI with the BBT team and the INSAI Team. 2. Principals will share list of materials and books from the RTI Resource library with staff. The list will identify resources with a short synopsis of each one available for checkout.

Intended Participants:

Date: Jan 30, 2012

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

June Staff Meeting â Utilizing data to reflect upon this year and plan for next year.

Brief Description: 1. Principal will provide staff with collect data from their BBT teams, M Teams and CABS teams to review. 2. Staff will discuss and review the data in collaborative groups for next yearâs planning.

Intended Participants:

Date: Jun 30, 2012

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

March Staff Meeting â Identifying Interventions for Math

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants:

Date: Mar 30, 2012

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

May Staff Meeting - Identifying Interventions for Language Arts (Writing)

Brief Description: 1. Interactive Writing Intervention Workshop focusing on the writing process and other identified areas of need.
2. Collaborative groups discuss interventions and applications to their students.

Intended Participants:

Date: May 30, 2012

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

November Staff Meeting â Developing a Building Based Team for RTI and Case Studies for the Respons

Brief Description: 1. Presentation on Building Based Teams for RTI collaborative problem solving process. 2. Staff will complete building survey to identify needs and identify future professional development.

Intended Participants: Teachers, Counselors, Administrators

Date: Nov 30, 2011

Activity Purpose: Information

Activity Format: Presentation, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

October Staff Meeting â Special Education Procedures and the Law

Brief Description: Principals will present a power point that has been developed by the Special Education Department. The power point will identify and clarify Special Education laws and procedures focusing on the development of response to intervention, data collection and fidelity of implementation. 2. Staff will discuss in small groups the relationship between Response to Instruction and the building level processes for intervention action plans and referrals for psycho educational evaluations.

Intended Participants:

Date: Oct 30, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

September Staff Meeting â Review the District level RTI Plan and the review the BBT process and ho

Brief Description: A review and discussion of the District RTI Plan and the components of this plan will take place with all staff members so everyone has a clear picture of the Plan and its components.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 30, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? No

Rituals and Routines for Maximizing Instructional Time

Professional development for teachers struggling to maximize instructional time, demonstrate clear s

Brief Description: Professional development for teachers struggling to maximize instructional time, demonstrate clear structure, and provide student engagement for the entire classroom time.

Intended Participants:

Date: Sep 11, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Teachers will discuss the facilitation of meaningful classroom discussions

Brief Description: Teachers will discuss how to facilitate meaningful classroom discussions

Intended Participants:

Date: Sep 9, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Teachers will discuss the facilitation of student led activities

Brief Description: Teachers will discuss the facilitation of student led activities

Intended Participants:

Date: Sep 9, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Curriculum Mapping

7-12 grade Math Teachers will attend course level curriculum mapping sessions to develop the skills

Brief Description: Sessions will focus on instructing Math content teachers in grades 7-12 on the Math curriculum maps containing the math curriculum standards. They will also be instructed on how to use the Rubicon Atlas Curriculum Mapping program to develop weekly lesson plans.

Intended Participants:

Date: Sep 30, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

7-12 grade Social Studies Teachers will attend content course level curriculum mapping sessions to d

Brief Description: Sessions will focus on instructing Social Studies content teachers in grades 7-12 on the Social Studies curriculum maps containing the Social Studies curriculum standards. They will also be instructed on how to use the Rubicon Atlas Curriculum Mapping program to develop weekly lesson plans.

Intended Participants:

Date: Oct 31, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

K-6 grade Teachers will attend Math grade level sessions to learn about the Math curriculum maps.

Brief Description: Workshop sessions will focus on the development of weekly lessons using the Math curriculum maps on the Rubicon Atlas Curriculum Mapping program.

Intended Participants:

Date: Sep 30, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

K-6 grade Teachers will attend Social Studies grade level sessions to learn about the Social Studies

Brief Description: Workshop sessions will focus on the development of weekly lessons using the Social Studies curriculum maps on the Rubicon Atlas Curriculum Mapping program.

Intended Participants:

Date: Oct 31, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Literacy in the Content Areas

Teacher training for Literacy in their Content Area

Brief Description: Teachers will be provided professional development during staff meetings, teacher planning time, or through technology enhanced professional development in specific content areas to address literacy needs in each content area.

Intended Participants:

Date: Sep 7, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: ELL Student Group

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

U. Focused Student Group: Hispanic Student Group

No professional development is needed for this strategy.

U. Focused Student Group: Special Education Student Group

No professional development is needed for this strategy.

X. Graduation Plan

Introduction to the 6th Grade Graduation Plan

Brief Description: Introduce to new or review with veteran counselors/Social Workers in the elementary schools the 6th Grade Graduation Plan materials and required activities and timelines that must be completed by each each student by April 2012.

Intended Participants:

Date: Sep 30, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

Secondary Graduation Plan Refresher Session

Brief Description: Review with all the schools Social Worker/Counselors in schools that have 7th - 12th grade students the Grade level Graduation materials and required activities and timeline that must be completed by April 30, 2012 with each student.

Intended Participants:

Date: Sep 30, 2011

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? Yes

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

Data Targets Influenced by This Concern:

- Graduation Cohort Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- Cultural Competency Plan
- F. Encourage Rigorous Curriculum: SpringBoard
- F. Encourage Rigorous Curriculum: Advancing Academic Excellence (AAE)
- F. Encourage Rigorous Curriculum: International Baccalaureate Programme
- F. Encourage Rigorous Curriculum: AVID
- X. Graduation Plan

We are concerned that... Teachers should meet with students individually to discuss academic progress and goals

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits
- African American -- % Passing Algebra I ECA
- African American Students -- % Passing English 10 ECA
- English Language Learners -- % Passing Algebra I ECA
- English Language Learners -- % Passing English 10 ECA
- Free and Reduced Lunch Students -- % Passing Algebra I ECA
- Free and Reduced Lunch Students -- % Passing English 10 ECA
- Graduation Cohort Students -- % Earning Core 40 Diploma
- Graduation Cohort Students -- % of graduates who earn an Indiana Core 40 Diploma with Academic Honors
- Special Education Students -- % Passing Algebra I ECA
- Special Education Students -- % Passing English 10 ECA
- Students Enrolled in Algebra I -- % Passing Algebra I ECA
- Students Enrolled in Algebra I -- % Passing Linear Equations & Inequalities
- Students enrolled in Biology 1 -- % Passing Biology I ECA
- Students Enrolled in English 10 -- % Passing English 10 ECA

Strategies to Impact This Concern:

- Rituals and Routines for Maximizing Instructional Time

We are concerned that... Instruction of mathematics is not currently engaging or motivating.

Data Targets Influenced by This Concern:

- African American -- % Passing Algebra I ECA
- Free and Reduced Lunch Students -- % Passing Algebra I ECA
- Special Education Students -- % Passing Algebra I ECA
- Students Enrolled in Algebra I -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- Administrator Walkthrough
- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Planning and Preparation for Student Centered Classroom
- Rituals and Routines for Maximizing Instructional Time
- I. Focused Academic Area: Math and ELA Tutoring

We are concerned that... Mathematical concepts are not currently taught at Depth of Knowledge levels 2 and 3.

Data Targets Influenced by This Concern:

- African American -- % Passing Algebra I ECA
- English Language Learners -- % Passing Algebra I ECA
- Free and Reduced Lunch Students -- % Passing Algebra I ECA
- Special Education Students -- % Passing Algebra I ECA
- Students Enrolled in Algebra I -- % Passing Algebra I ECA

Strategies to Impact This Concern:

- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Implementation of Paced Curriculum
- Planning and Preparation for Student Centered Classroom

We are concerned that... Instructional strategies in science are not supporting high student achievement.

Data Targets Influenced by This Concern:

- Students enrolled in Biology 1 -- % Passing Biology I ECA

Strategies to Impact This Concern:

- Administrator Walkthrough
- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Implementation of Paced Curriculum
- Planning and Preparation for Student Centered Classroom
- Rituals and Routines for Maximizing Instructional Time

We are concerned that... Some teachers don't expect students to graduate.

Data Targets Influenced by This Concern:

- Graduation Cohort Students -- % Earning Core 40 Diploma
- Graduation Cohort Students -- % of graduates who earn an Indiana Core 40 Diploma with Academic Honors

Strategies to Impact This Concern:

- Evidence Based Conclusions in All Content Areas
- Implementation of Paced Curriculum
- Teacher Expectations and Student Achievement (TESA)

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:

- Graduation Cohort Students -- % Earning Core 40 Diploma
- Graduation Cohort Students -- % of graduates who earn an Indiana Core 40 Diploma with Academic Honors

Strategies to Impact This Concern:

- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Implementation of Paced Curriculum
- Promoting Enrollment and Performance in the Honors Plus and Honors Courses
- F. Encourage Rigorous Curriculum: Advancing Academic Excellence (AAE)
- F. Encourage Rigorous Curriculum: International Baccalaureate Programme
- F. Encourage Rigorous Curriculum: AVID

We are concerned that... Mathematics content is not currently taught at the appropriate grade level expectations.

Data Targets Influenced by This Concern:

- African American -- % Passing Algebra I ECA
- English Language Learners -- % Passing Algebra I ECA
- Free and Reduced Lunch Students -- % Passing Algebra I ECA
- Special Education Students -- % Passing Algebra I ECA
- Students Enrolled in Algebra I -- % Passing Algebra I ECA
- Students Enrolled in Algebra I -- % Passing Linear Equations & Inequalities

Strategies to Impact This Concern:

- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Implementation of Paced Curriculum
- Planning and Preparation for Student Centered Classroom
- Response to Instruction (RtI)

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

Data Targets Influenced by This Concern:

- African American Students -- % Passing English 10 ECA
- English Language Learners -- % Passing English 10 ECA
- Free and Reduced Lunch Students -- % Passing English 10 ECA
- Special Education Students -- % Passing English 10 ECA
- Students Enrolled in English 10 -- % Passing English 10 ECA

Strategies to Impact This Concern:

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Implementation of Paced Curriculum
- Planning and Preparation for Student Centered Classroom
- Reading Comprehension
- Response to Instruction (Rtl)
- Rituals and Routines for Maximizing Instructional Time
- I. Focused Academic Area: Fusion Reading
- I. Focused Academic Area: Read 180
- I. Focused Academic Area: Literacy in the Content Areas

We are concerned that... Teachers do not take students' cultural needs into consideration when designing lessons.**Data Targets Influenced by This Concern:**

- African American -- % Passing Algebra I ECA
- African American Students -- % Passing English 10 ECA
- English Language Learners -- % Passing Algebra I ECA
- English Language Learners -- % Passing English 10 ECA

Strategies to Impact This Concern:

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Cultural Competency Plan
- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Planning and Preparation for Student Centered Classroom
- Response to Instruction (Rtl)
- Rituals and Routines for Maximizing Instructional Time
- U. Focused Student Group: Hispanic Student Group
- U. Focused Student Group: ELL Student Group

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

- Special Education Students -- % Passing Algebra I ECA
- Special Education Students -- % Passing English 10 ECA

Strategies to Impact This Concern:

- Administrator Walkthrough
- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Response to Instruction (Rtl)
- U. Focused Student Group: Special Education Student Group

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
- African American -- % Passing Algebra I ECA
- African American Students -- % Passing English 10 ECA
- English Language Learners -- % Passing Algebra I ECA
- English Language Learners -- % Passing English 10 ECA
- Free and Reduced Lunch Students -- % Passing Algebra I ECA
- Free and Reduced Lunch Students -- % Passing English 10 ECA
- Graduation Cohort Students -- % Earning Core 40 Diploma
- Graduation Cohort Students -- % of graduates who earn an Indiana Core 40 Diploma with Academic Honors
- Special Education Students -- % Passing Algebra I ECA
- Special Education Students -- % Passing English 10 ECA
- Students Enrolled in Algebra I -- % Passing Algebra I ECA
- Students Enrolled in Algebra I -- % Passing Linear Equations & Inequalities
- Students enrolled in Biology 1 -- % Passing Biology I ECA
- Students Enrolled in English 10 -- % Passing English 10 ECA

Strategies to Impact This Concern:

- Benchmark & End of Semester Assessments
- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Planning and Preparation for Student Centered Classroom
- Response to Instruction (Rtl)

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

Data Targets Influenced by This Concern:

- African American Students -- % Passing English 10 ECA
- English Language Learners -- % Passing English 10 ECA
- Free and Reduced Lunch Students -- % Passing English 10 ECA
- Special Education Students -- % Passing English 10 ECA
- Students Enrolled in English 10 -- % Passing English 10 ECA

Strategies to Impact This Concern:

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Planning and Preparation for Student Centered Classroom
- Reading Comprehension
- Response to Instruction (Rtl)
- Rituals and Routines for Maximizing Instructional Time
- I. Focused Academic Area: Word Walls
- I. Focused Academic Area: Read 180
- I. Focused Academic Area: Vocabulary Building
- I. Focused Academic Area: Fusion Reading
- U. Focused Student Group: Hispanic Student Group
- U. Focused Student Group: Free and Reduced Lunch Student Group
- U. Focused Student Group: ELL Student Group

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

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits
- African American -- % Passing Algebra I ECA
- African American Students -- % Passing English 10 ECA
- English Language Learners -- % Passing Algebra I ECA
- English Language Learners -- % Passing English 10 ECA
- Free and Reduced Lunch Students -- % Passing Algebra I ECA
- Free and Reduced Lunch Students -- % Passing English 10 ECA
- Graduation Cohort Students -- % Earning Core 40 Diploma
- Graduation Cohort Students -- % of graduates who earn an Indiana Core 40 Diploma with Academic Honors
- Special Education Students -- % Passing Algebra I ECA
- Special Education Students -- % Passing English 10 ECA
- Students Enrolled in Algebra I -- % Passing Algebra I ECA
- Students Enrolled in Algebra I -- % Passing Linear Equations & Inequalities
- Students enrolled in Biology 1 -- % Passing Biology I ECA
- Students Enrolled in English 10 -- % Passing English 10 ECA

Strategies to Impact This Concern:

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Implementation of Paced Curriculum
- Planning and Preparation for Student Centered Classroom
- Response to Instruction (RtI)
- Rituals and Routines for Maximizing Instructional Time
- Teacher Expectations and Student Achievement (TESA)
- F. Encourage Rigorous Curriculum: SpringBoard
- U. Focused Student Group: ELL Student Group
- U. Focused Student Group: Free and Reduced Lunch Student Group

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % Earning 10 Credits

Strategies to Impact This Concern:

- Benchmark & End of Semester Assessments
- Data Based Instructional Decision Making
- Evidence Based Conclusions in All Content Areas
- Implementation of Paced Curriculum
- Planning and Preparation for Student Centered Classroom
- Promoting Enrollment and Performance in the Honors Plus and Honors Courses
- Reading Comprehension
- Teacher Expectations and Student Achievement (TESA)
- F. Encourage Rigorous Curriculum: SpringBoard
- F. Encourage Rigorous Curriculum: AVID
- F. Encourage Rigorous Curriculum: International Baccalaureate Programme

- F. Encourage Rigorous Curriculum: Advancing Academic Excellence (AAE)
- F. Encourage Rigorous Curriculum: Curriculum Mapping
- I. Focused Academic Area: Literacy in the Content Areas
- X. Graduation Plan

I. Focused Academic Area (IN Rules)

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:

- F. Encourage Rigorous Curriculum: SpringBoard
- I. Focused Academic Area: Word Walls
- I. Focused Academic Area: Fusion Reading
- I. Focused Academic Area: Math and ELA Tutoring
- I. Focused Academic Area: Vocabulary Building
- I. Focused Academic Area: Read 180
- I. Focused Academic Area: Literacy in the Content Areas

U. Focused Student Group (IN Rules)

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:

- F. Encourage Rigorous Curriculum: International Baccalaureate Programme
- U. Focused Student Group: ELL Student Group
- U. Focused Student Group: Hispanic Student Group
- U. Focused Student Group: Special Education Student Group
- U. Focused Student Group: Free and Reduced Lunch Student Group

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- Graduation Cohort Students -- % Earning Core 40 Diploma

Strategies to Impact This Concern:

- Promoting Enrollment and Performance in the Honors Plus and Honors Courses
- I. Focused Academic Area: Literacy in the Content Areas
- X. Graduation 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?	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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Not yet, but they are improving. The district attendance policy has been modified and will be in place next year. Additionally, as scores improve and engagement increases our attendance will continue to improve.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	PLATO Achieve 3000 SRI Testing End of Course Assessment for Biology I, English 10, and Algebra I.

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