

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

**May 16, 2008 16:34:23**

## **Brookside School 54 (5554)**

**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

Brookside School 54

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

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

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Marking**

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

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

## **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

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

| PL221 REQUIREMENT |   | Required | Location in this Plan  |
|-------------------|---|----------|--|
| 1                 | Description and location of curriculum  | ✓        | Force Field Excerpt *  |
|                   | Titles and descriptions of assessment instruments to be used in addition to ISTEP+  | ✓        | Force Field Excerpt *  |
| 2                 | Statement of mission, vision, or belief (suggested but not required)  |          | Vision Statement   |
| 3                 | Summary of data derived from an assessment (implied but not required)   |          | May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a> |
| 4                 | Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)   |          | May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a> |
|                   | Conclusion - Parent involvement   | ✓        | Strategy Summary (Strategy A)  |
|                   | Conclusion - Technology as a learning tool  | ✓        | Strategy Summary (Strategy B)  |
|                   | Conclusion - Safe and discipline learning environment   | ✓        | Strategy Summary (Strategy C)  |
|                   | Conclusion – Professional development   | ✓        | Professional Development   |
| 5                 | Goal – Attendance rate  | ✓        | Strategy Summary (Strategy D)  |
|                   | Goals - % meeting ISTEP Standards   | ✓        | Academic Goals   |
|                   | Goals - % graduating (high schools only)  | ✓        | Academic Goals   |
| 6                 | Specific areas where improvement is needed immediately  | ✓        | Academic Goals<br>Areas of Concern<br>Strategies   |
| 7                 | Benchmarks for progress   | ✓        | Academic Goals   |
| 8                 | Academic Honors Diploma and Core 40 – course offerings  | ✓        | Strategy Summary (Strategy E)  |
|                   | Academic Honors Diploma and Core 40 – encouragement   | ✓        | Strategy Summary (Strategy F)  |
| 9                 | Proposed interventions / strategies (suggested but not required)  |          | Strategy Summary (All strategies)  |
| 10                | Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency. | ✓        | Professional Development   |
| 11                | Statutes and rules to be waived   | ✓        | Force Field Excerpt *  |
| 12                | Three (3) year time line for implementation, review, and revision   | ✓        | Continuous Improvement Timeline<br>To-Do List  |
| 13                | Exceptional Learners – Gifted **  | ✓        | Strategy Summary (Strategy G1)   |
| 14                | Exceptional Learners – Special Education **   | ✓        | Strategy Summary (Strategy G2)   |

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

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Denise Boudi - Teacher
- Nicole Fama - Teacher
- Sharlene Fama - Community
- Stacey Harris - Teacher
- Theresa Lee - School Counselor
- Emilee Matthews - Administrator
- Bernedia McBride-Williams - Parent/Guardian
- Lauren Walton - Community Representative

## Strategy Chairs

- Denise Boudi
- Mary Godfrey
- Emilee Matthews
- Alec Mayer
- Bernedia McBride-Williams
- Jodi McCabe
- Jane Newborn
- Cynthia Roach
- Sharon Vodraska
- Lauren Walton
- Pam West

## Community Council

- Joe Bowling - Great Indy Neighborhoods Initiative/ Community Builder
- Pamela Davis - Facilitator
- Sharlene Fama
- Kortnie Goodman - Parent
- Tracy Heaton - Great Indy Neighborhoods Initiative
- Martha Hofer - secretary
- Eve Jackson - Facilitator
- Bob McKinney - Youth Worker
- Andre Rowland - Parent
- Sheila Rowland - Parent
- Carrie Scott - Reading First Coach
- Aaron Shelby - Pastor
- Mark Singleton - Basketball Coordinator
- Debbie Strietelmeir - Educational Director/ Pastor's wife
- Sue Switzer - retired
- Karen Thomas - Parent

# Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

## **We believe all students deserve:**

We believe that all children deserve to be taught and guided by caring adults who model positive social skills and insist on high expectations and success for all students. We believe that our school will provide a variety of learning experiences in the school and the community using different resources including positive role models. We believe that every student who needs extra help and time to experience growth and success deserves to be provided with resources to help meet their needs. We believe that every child deserves rich educational and social guidance in order to develop a positive image and attitude towards themselves, each other, and their community.

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

All teachers, parents, and community members place a very high value on education. They actively communicate these expectations to students through several discussions each year. To ensure that all students learn, employees provide a safe, clean, secure, and challenging environment. Children come first and all employees are responsible for students' success in achieving and meeting state standards. Teachers believe that each child will be successful, and work to develop their potential. All teachers are highly qualified, professional, have integrity, and are knowledgeable of current educational research and practices. Academic rigor is the norm and student success is the only option. Teachers present content that is challenging accompanied by extra help and time for students who require extra support to experience success. Teachers use a variety of instructional and assessment methods to address many different learning styles. Parents are actively involved with their children's education and volunteer on a regular basis. Students, family members, staff, and community members are all partners in the educational process and communicate clearly with each other in a timely manner. Teachers value and use suggestions from parents and community members to help create real world applications for their academic content. Diversity is always valued and cultural practices are evident in the school.

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

In this environment where all adults are living by their core convictions, students are very enthusiastic about coming to school, and experience success. All students are highly engaged in their learning. Children will participate in all activities including group work and whole group instruction. Student will demonstrate mastery of the state standards through various assessments. Students will respect school as a work place and come ready to work and learn everyday. All students will accept challenges, show motivation, and put forth an admirable effort into their education. All students display appropriate behavior and accept responsibility for their actions. All students demonstrate good citizenship, are responsible, respectful, peaceful, and will achieve.

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

- % of students who master ISTEP essential skills: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 100%

# Academic Goals

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

## All Students (126 days) - ISTEP PL221 Category Placement Performance

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 57%    | 57%       | 65.8%  | 61%       |        | 65%       |        | 69%       |        | 100%        |

## All - Pass ISTEP Math-Computation

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 64%    | 64%       |        | 68%       |        | 72%       |        | 80%       |        | 100%        |

## All - Pass ISTEP Reading Comprehension

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 60%    | 60%       |        | 64%       |        | 68%       |        | 72%       |        | 100%        |

## All - Pass ISTEP Writing Process

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 59%    | 59%       |        | 63%       |        | 67%       |        | 71%       |        | 100%        |

## Black - ISTEP Language Arts

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 56%    | 56%       | 60%    | 60%       |        | 64%       |        | 68%       |        | 100%        |

**Black - ISTEP Math**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 56%    | 56%       | 62%    | 65%       |        | 69%       |        | 74%       |        | 100%        |

**Fifth Grade - Promotion Rate**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 89%    | 90%       |        | 91%       |        | 92%       |        | 93%       |        | 94%       |        | 100%        |

**First Grade - Promotion Rate**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 77%    | 78%       |        | 79%       |        | 80%       |        | 81%       |        | 82%       |        | 100%        |

**Fourth Grade - Promotion Rate**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 89%    | 90%       |        | 91%       |        | 92%       |        | 93%       |        | 94%       |        | 100%        |

**Free Lunch - ISTEP Language Arts**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 56%    | 56%       |        | 60%       |        | 64%       |        | 67%       |        | 100%        |

**Free Lunch - ISTEP Math**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 55%    | 55%       |        | 59%       |        | 63%       |        | 66%       |        | 100%        |

**Hispanic - ISTEP Language Arts**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        | NA        |        | NA        |        | NA        |        | NA        |        | NA        |        | NA          |

**Hispanic - ISTEP Math**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           |        | NA        |        | NA        |        | NA        |        | NA        |        | NA          |

**Kindergarten - Promotion Rate**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 96%    | 97%       |        | 98%       |        | 99%       |        | 100%      |        | 100%      |        | 100%        |

**Second Grade - Promotion Rate**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 76%    | 78%       |        | 80%       |        | 82%       |        | 84%       |        | 86%       |        | 100%        |

**Sixth Grade - Promotion Rate**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           |        | 90%       |        | 91%       |        | 92%       |        | 93%       |        | 100%        |

**Special Education - ISTEP Language Arts**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 37%    | 37%       |        | 41%       |        | 45%       |        | 47%       |        | 100%        |

**Special Education - ISTEP Math**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 49%    | 49%       |        | 53%       |        | 57%       |        | 60%       |        | 100%        |

**Third Grade - Promotion Rate**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           | 85%    | 87%       |        | 89%       |        | 91%       |        | 93%       |        | 96%       |        | 100%        |

**White - ISTEP Math**

| 2005-2006 |        | 2006-2007 |        | 2007-2008 |        | 2008-2009 |        | 2009-2010 |        | 2010-2011 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
|           |        |           | 62%    | 62%       |        | 66%       |        | 70%       |        | 74%       |        | 100%        |

# Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

## Local Areas of Concern

**Concern: Lesson Studies**

## Required Areas of Concern

**A. Parent Involvement**

**B. Technology Coordination**

**C. Safe and Disciplined Learning Environment**

**D. Attendance**

**G1. Exceptional Learners - Gifted**

**G2. Exceptional Learners - Special Education**

**H. Cultural Competency**

**I. Focused Instruction / Curriculum**

**J. Instruction by Highly Qualified Teachers**

**K. Attracting Highly Qualified Teachers**

**L. Early Childhood Assistance**

**M. Assessment Results to Parents**

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

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

**Q. School-Parent Involvement Policy**

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

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Targeted Assistance**

**V. Peer Review for SIP**

**AA. Curriculum Mapping**

**BB. Benchmark Assessments**

**CC. TESA**

# Strategies

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

## Required Strategies

### A. Parent Involvement: Parent Liaisons

Parent liaisons provide information, peer support, and training for parents in IPS through 1) a minimum of 10 home visits per month, 2) phone calls, 3) workshops throughout the school year, August-May.

### B. Technology Coordination: School Technology

School staff name(s) will implement the school site technology plan that is aligned to the district technology plan throughout the school year, August-May.

### C. Safe and Disciplined Learning Environment: Behavior Adjustment

A behavior guidebook will be created by the "Action Behavior Committee" during the 2007-2008 school year and over the summer if necessary. This book will entail rules of the school, consequences of breaking those rules, and who will be responsible for enforcing them. The books will be given to students and their families at the beginning of the 2008-2009 school year at which time parents and students will sign a compact acknowledging that they have read and understood the expectations. All teachers will participate in discussions about behavior and all staff members will help enforce the rules. Consequences will be clearly laid out and followed. This book and expectations will be in effect for the 2008-2009 school year.

### D. Attendance

Teachers and staff will continue to monitor attendance.

### G1. Exceptional Learners - Gifted

Teachers will continue to challenge and work with each other to help improve techniques being used for the gifted.

### G2. Exceptional Learners - Special Education

Teachers will continue to work together to improve instruction for exceptional learners.

### H. Cultural Competency

Teachers will work with the IPS School 54 Diversity Cadre to help implement cultural awareness by focusing on ethnic/special holidays, leaders from different cultures, the diversities within our own student body, and by being intentional about integrating the information into our academic curriculum.

### I. Focused Instruction / Curriculum: 6 + 1 Traits for Writing

Teachers will implement the 6 + 1 Traits for Writing instructional and assessment practices through the school year, August-May.

### J. Instruction by Highly Qualified Teachers

Only licensed and highly qualified teachers will be hired.

### K. Attracting Highly Qualified Teachers

Administrators will continue to attract highly qualified teachers.

### L. Early Childhood Assistance: Connecting with Parents

Teachers will provide resources (packets/list of standards etc.) to parents to help ensure successful transition from preschool to kindergarten.

**M. Assessment Results to Parents**

Administrators, teachers, and staff will continue to communicate assessment results to parents.

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

School will continue to notify parents on the school's improvement.

**O. Extended Learning Activities**

Extended Learning Activities will be provided by teachers through after school tutoring to students in third through sixth grade, so that they will be able to succeed on the ISTEP.

**P. Teacher Mentoring Program: Principal Walk-Throughs**

Principals will conduct "walk throughs" with each teacher during which the principal will look for student orientation to work, curriculum decisions, delivery of instruction, read the walls, and health/ safety issues throughout the school year, August-May. The principal will provide mentoring to teachers as needed.

**Q. School-Parent Involvement Policy**

The school will continue to observe the parent-school policy.

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

The IPS office will inform parents of teacher/paraprofessional qualifications, and four or more weeks with a teacher who is not highly qualified.

**S. School-Parent Compact**

The teachers will develop and encourage parents to sign a school-parent compact.

**T. Annual Parent Meeting**

The teachers will plan and hold an annual parent meeting.

**U. Targeted Assistance**

This strategy addresses our concern that our current fifth grade Special Education students need more intervention in language arts to succeed in sixth grade.

**V. Peer Review for SIP**

IPS staff will collaborate to assess where Brookside is performing now, where they need to be, and what action steps they will take to achieve their goals.

**AA. Curriculum Mapping: Curriculum Mapping**

Teachers will discuss and unwrap the meaning underlying the state standards in terms of specific student skills during structured teacher planning time throughout the school year, August-May.

**BB. Benchmark Assessments**

Teachers will follow the IPS pacing guides; implement quarterly benchmark assessments in math, English, science, and social studies; and provide remediation for students throughout the school year, August-May.

**CC. TESA: TESA**

Using the T.E.S.A. model, teachers will become sensitized to their expectations of all students and interact with students on a more equitable basis with an emphasis on involving low achievers and quiet students in classroom discussions and activities throughout the school year, August-May.

## Professional Development

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

### A. Parent Involvement: Parent Liaisons

| Professional Development Activity   | Funding               | Activity Purpose  |
|---|-----------------------|---|
| <i>Parent Liaison Professional Development</i>  | Source:<br>Amount: \$ | Information<br>Skill Building<br>Feedback/Support                               |
| Brief Description   | Intended Participants | Activity Format   |
| Monthly meeting with the Title 1 Parent Facilitator will provide ongoing staff development for all Parent Liaisons. | Other                 | Presentation/Workshop<br>Collaborative Problem Solving<br>Networking/Site Visit |

| Professional Development Activity  | Funding               | Activity Purpose                                  |
|--|-----------------------|---|
| <i>Parent Workshops</i>  | Source:<br>Amount: \$ | Information<br>Skill Building<br>Feedback/Support |
| Brief Description  | Intended Participants | Activity Format                                   |
| Title 1 staff at each school will provide Parent Liaisons with materials, ideals and instructions for monthly work packets they will take to parents during home visits. | Parents<br>Other      | Talk to<br>Presentation/Workshop                  |

### B. Technology Coordination: School Technology

| Professional Development Activity   | Funding               | Activity Purpose  |
|---|-----------------------|---|
| <i>Mastery of International Society for Technology in Education (ISTE) standards for Administrators</i> | Source:<br>Amount: \$ | Refinement  |
| Brief Description   | Intended Participants | Activity Format   |
| Central office will provide professional development for administrator standards in technology.         | Administrators        | Presentation/Workshop<br>Peer Coaching<br>Networking/Site Visit |

| Professional Development Activity  | Funding               | Activity Purpose              |
|--|-----------------------|-------------------------------|
| <i>K-8 Mastery of International Society for Technology in Education (ISTE) standards for InSAI Technolo</i>          | Source:<br>Amount: \$ | Information<br>Skill Building |
| Brief Description  | Intended Participants | Activity Format               |
| Central office will provide professional development for the InSAI Technology strategy chairs on the ISTE standards. | Other                 | Presentation/Workshop         |

| Professional Development Activity  | Funding               | Activity Purpose             |
|--|-----------------------|------------------------------|
| <b><i>K-8 Mastery of International Society for Technology in Education (ISTE) for Teachers</i></b> | Source:<br>Amount: \$ | Skill Building<br>Refinement |
| Brief Description  | Intended Participants | Activity Format              |
| InSAI Technology Strategy Chairs will provide professional development for the school staff.       | Teachers              | Presentation/Workshop        |

## C. Safe and Disciplined Learning Environment: Behavior Adjustment

No professional development is needed for this strategy.

## I. Focused Instruction / Curriculum: 6 + 1 Traits for Writing

| Professional Development Activity   | Funding               | Activity Purpose                            |
|---|-----------------------|---|
| <b><i>6 + 1 Principal Training: Focus on Ideas</i></b>  | Source:<br>Amount: \$ | Information<br>Skill Building<br>Refinement |
| Brief Description   | Intended Participants | Activity Format                             |
| Central office staff will provide "Focus on Ideas" training during a principals' meeting with the expectation that the principals will train their staff following the implementation window. | Administrators        | Presentation/Workshop                       |

| Professional Development Activity  | Funding               | Activity Purpose                            |
|--|-----------------------|---|
| <b><i>6 + 1 Teacher Training: Focus on Ideas</i></b>   | Source:<br>Amount: \$ | Information<br>Skill Building<br>Refinement |
| Brief Description  | Intended Participants | Activity Format                             |
| Principals will provide "Focus on ideas" training for their staff based on training provided for them by Central Office. | Teachers              | Presentation/Workshop                       |

| Professional Development Activity  | Funding               | Activity Purpose                            |
|--|-----------------------|---|
| <b><i>6 + 1 Principal Training: Focus on Organization</i></b>  | Source:<br>Amount: \$ | Information<br>Skill Building<br>Refinement |
| Brief Description  | Intended Participants | Activity Format                             |
| Central office staff will provide "Focus on Organization" training during a principals' meeting with the expectation that the principals will train their staff following the implementation window. | Administrators        | Presentation/Workshop                       |

| Professional Development Activity   | Funding               | Activity Purpose                            |
|---|-----------------------|---|
| <b>6 + 1 Teacher Training: Focus on Organization</b>  | Source:<br>Amount: \$ | Information<br>Skill Building<br>Refinement |
| Brief Description   | Intended Participants | Activity Format                             |
| Principals will provide "Focus on Organization" training for thier staff based on training provided for them by Central Office. | Teachers              | Presentation/Workshop                       |

| Professional Development Activity  | Funding               | Activity Purpose                            |
|--|-----------------------|---|
| <b>6 + 1 Principal Training: Focus on Sentence Fluency</b>   | Source:<br>Amount: \$ | Information<br>Skill Building<br>Refinement |
| Brief Description  | Intended Participants | Activity Format                             |
| Central office staff will provide "Focus on Sentence Fluency" training during a principals' meeting with the expectation that the principals will train their staff following the implementation window. | Administrators        | Presentation/Workshop                       |

| Professional Development Activity   | Funding               | Activity Purpose                            |
|---|-----------------------|---|
| <b>6 + 1 Teacher Training: Focus on Sentence Fluency</b>  | Source:<br>Amount: \$ | Information<br>Skill Building<br>Refinement |
| Brief Description   | Intended Participants | Activity Format                             |
| Principals will provide "Focus on Sentence Fluency" training for their staff based on training provided for them by Central Office. | Teachers              | Presentation/Workshop                       |

| Professional Development Activity   | Funding               | Activity Purpose                            |
|---|-----------------------|---|
| <b>6 + 1 Principal Training: Focus on Conventions</b>   | Source:<br>Amount: \$ | Information<br>Skill Building<br>Refinement |
| Brief Description   | Intended Participants | Activity Format                             |
| Central office staff will provide "Focus on Conventions" training during a principals' meeting with the expectation that the principals will train their staff following the implementation window. | Administrators        | Presentation/Workshop                       |

| Professional Development Activity  | Funding               | Activity Purpose                            |
|--|-----------------------|---|
| <b>6 + 1 Teacher Training: Focus on Conventions</b>  | Source:<br>Amount: \$ | Information<br>Skill Building<br>Refinement |
| Brief Description  | Intended Participants | Activity Format                             |
| Principals will provide "Focus on Conventions" training for their staff based no training provided for them by Central Office. | Teachers              | Presentation/Workshop                       |

## L. Early Childhood Assistance: Connecting with Parents

No professional development is needed for this strategy.

## O. Extended Learning Activities

| Professional Development Activity | Funding               | Activity Purpose             |
|-----------------------------------|-----------------------|------------------------------|
| <i>ISTEP + Prep Books</i>         | Source:<br>Amount: \$ | Information<br>Refinement    |
| Brief Description                 | Intended Participants | Activity Format              |
| Mini workshop on Tutoring books.  | Teachers              | Study Group<br>Peer Coaching |

## P. Teacher Mentoring Program: Principal Walk-Throughs

| Professional Development Activity   | Funding                    | Activity Purpose                                 |
|---|----------------------------|--|
| <i>Principal Walkthroughs/Mentoring- Focus: Looking at the Learner</i>  | Source:<br>Amount: \$      | Skill Building<br>Feedback/Support<br>Refinement |
| Brief Description   | Intended Participants      | Activity Format                                  |
| Teachers needing help with looking at the learner will be identified during principal walkthroughs. Principals will then mentor those teachers. | Teachers<br>Administrators | Peer Coaching                                    |

| Professional Development Activity   | Funding                    | Activity Purpose |
|---|----------------------------|------------------|
| <i>Principal Walkthroughs/Mentoring- Focus: Analyzing Data from Walkthroughs</i>  | Source:<br>Amount: \$      | Information      |
| Brief Description   | Intended Participants      | Activity Format  |
| Teachers needing help with analyzing data will be identified during principal walkthroughs. Principals will then mentor those teachers. | Teachers<br>Administrators | Action Research  |

| Professional Development Activity  | Funding                    | Activity Purpose                                 |
|--|----------------------------|--|
| <i>Principal Walkthroughs/Mentoring- Focus: Looking at Instruction</i>   | Source:<br>Amount: \$      | Skill Building<br>Feedback/Support<br>Refinement |
| Brief Description  | Intended Participants      | Activity Format                                  |
| Teachers needing help with instruction will be identified during principal walkthroughs. Principals will then mentor those teachers. | Teachers<br>Administrators | Peer Coaching                                    |

| Professional Development Activity   | Funding                    | Activity Purpose                                 |
|---|----------------------------|--|
| <i>Principal Walkthroughs- Focus: Overview and Software Training</i>                          | Source:<br>Amount: \$      | Skill Building<br>Feedback/Support<br>Refinement |
| Brief Description   | Intended Participants      | Activity Format                                  |
| Principals will receive an overview and training on software used for principal walkthroughs. | Teachers<br>Administrators | Peer Coaching                                    |

| Professional Development Activity   | Funding                    | Activity Purpose                                 |
|---|----------------------------|--|
| <i>Principal Walkthroughs/ Mentoring- Focus: Curriculum</i>   | Source:<br>Amount: \$      | Skill Building<br>Feedback/Support<br>Refinement |
| Brief Description   | Intended Participants      | Activity Format                                  |
| Teachers needing help with curriculum will be identified during principal walkthroughs. Principals will then mentor those teachers. | Teachers<br>Administrators | Peer Coaching                                    |

| Professional Development Activity   | Funding                    | Activity Purpose                                 |
|---|----------------------------|--|
| <i>Principal Walkthroughs/Mentoring- Focus: Looking at the Environment</i>                              | Source:<br>Amount: \$      | Skill Building<br>Feedback/Support<br>Refinement |
| Brief Description   | Intended Participants      | Activity Format                                  |
| Teachers needing help with looking at the environment will be identified during principal walkthroughs. | Teachers<br>Administrators | Peer Coaching                                    |

| Professional Development Activity  | Funding                    | Activity Purpose                                 |
|--|----------------------------|--|
| <i>Principal Walkthroughs/Mentoring- Focus: Looking at Differentiation</i>   | Source:<br>Amount: \$      | Skill Building<br>Feedback/Support<br>Refinement |
| Brief Description  | Intended Participants      | Activity Format                                  |
| Teachers needing help with differentiation will be identified during principal walkthroughs. Principals will then mentor those teachers. | Teachers<br>Administrators | Peer Coaching                                    |

## U. Targeted Assistance

No professional development is needed for this strategy.

## AA. Curriculum Mapping: Curriculum Mapping

| Professional Development Activity   | Funding               | Activity Purpose              |
|---|-----------------------|-------------------------------|
| <i>Mapping- Tier III Group: Pacing/Consensus Leadership Team</i>  | Source:<br>Amount: \$ | Information<br>Skill Building |
| Brief Description   | Intended Participants | Activity Format               |
| Overview of mapping and sharing what has been done in other Tier Groups / Grade-level Curriculum, Mapping, including Rubicon Atlas. | Teachers              | Presentation/Workshop         |

| Professional Development Activity                                   | Funding               | Activity Purpose              |
|---|-----------------------|-------------------------------|
| <i>Mapping- Tier III Group: Pacing/Consensus Leadership Team</i>    | Source:<br>Amount: \$ | Information<br>Skill Building |
| Brief Description   | Intended Participants | Activity Format               |
| Continue Grade-level Curriculum Mapping/ Mapping Cross Grade-level. | Teachers              | Presentation/Workshop         |

| Professional Development Activity                                | Funding               | Activity Purpose              |
|--|-----------------------|-------------------------------|
| <i>Mapping- Tier III Group: Pacing/Consensus Leadership Team</i> | Source:<br>Amount: \$ | Information<br>Skill Building |
| Brief Description  | Intended Participants | Activity Format               |
| Mapping Cross Grade Level.                                       | Teachers              | Presentation/Workshop         |

| Professional Development Activity                               | Funding               | Activity Purpose              |
|---|-----------------------|-------------------------------|
| <i>Mapping-Tier III Group: Pacing/Consensus Leadership Team</i> | Source:<br>Amount: \$ | Information<br>Skill Building |
| Brief Description   | Intended Participants | Activity Format               |
| Curriculum Mapping- Reading, Set, Go!                           | Teachers              | Presentation/Workshop         |

## BB. Benchmark Assessments

No professional development is needed for this strategy.

## CC. TESA: TESA

| Professional Development Activity  | Funding                    | Activity Purpose              |
|--|----------------------------|-------------------------------|
| <i>Phase II- Coordinator Training, Day 1</i>   | Source:<br>Amount: \$      | Information<br>Skill Building |
| Brief Description  | Intended Participants      | Activity Format               |
| Training of TESA coordinators (one administration, one union-approved teacher) in preparation of the training of trainers TESA workshop. | Teachers<br>Administrators | Presentation/Workshop         |

| Professional Development Activity  | Funding                             | Activity Purpose      |
|--|-------------------------------------|-----------------------|
| <i>Phase II- Coordinator Training, Day 2</i>   | Source:<br>Amount: \$               | Skill Building        |
| Brief Description  | Intended Participants               | Activity Format       |
| Training of TESA coordinators (one administration, one union-approved teacher) in preparation of the training of trainers TESA workshop. | Teachers<br>Administrators<br>Other | Presentation/Workshop |

| Professional Development Activity   | Funding               | Activity Purpose              |
|---|-----------------------|-------------------------------|
| <i>TESA Awareness Session</i>   | Source:<br>Amount: \$ | Information<br>Skill Building |
| Brief Description   | Intended Participants | Activity Format               |
| The TESA coordinators shall present an initial TESA awareness session to the faculty. | Teachers              | Presentation/Workshop         |

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

## Former Areas of Concern Summary

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

## Local Areas of Concern

### Concern: Lesson Studies

#### Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension

#### Strategies to Impact This Concern:

## Required Areas of Concern

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

#### Data Targets Influenced by This Concern:

- Black -- ISTEP Language Arts
- First Grade -- Promotion Rate
- Kindergarten -- Promotion Rate
- Second Grade -- Promotion Rate

#### Strategies to Impact This Concern:

- L. Early Childhood Assistance: Connecting with Parents
- A. Parent Involvement: Parent Liaisons

### B. Technology Coordination (PL221, IPS)

#### Data Targets Influenced by This Concern:

- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- Black -- ISTEP Language Arts
- Free Lunch -- ISTEP Language Arts
- Special Education -- ISTEP Language Arts

#### Strategies to Impact This Concern:

- B. Technology Coordination: School Technology

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

#### Data Targets Influenced by This Concern:

- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Fifth Grade -- Promotion Rate

- Fourth Grade -- Promotion Rate
- Sixth Grade -- Promotion Rate
- Third Grade -- Promotion Rate

**Strategies to Impact This Concern:**

- C. Safe and Disciplined Learning Environment: Behavior Adjustment

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

**Data Targets Influenced by This Concern:**

- All -- Pass ISTEP Math-Computation

**Strategies to Impact This Concern:**

- D. Attendance

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

**Data Targets Influenced by This Concern:**

- Fifth Grade -- Promotion Rate
- First Grade -- Promotion Rate
- Fourth Grade -- Promotion Rate
- Kindergarten -- Promotion Rate
- Second Grade -- Promotion Rate
- Sixth Grade -- Promotion Rate
- Third Grade -- Promotion Rate

**Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted

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

**Data Targets Influenced by This Concern:**

- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

**Strategies to Impact This Concern:**

- G2. Exceptional Learners - Special Education

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

**Data Targets Influenced by This Concern:**

- Black -- ISTEP Math
- Hispanic -- ISTEP Math
- White -- ISTEP Math

**Strategies to Impact This Concern:**

- H. Cultural Competency

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

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

- All -- Pass ISTEP Writing Process
- Black -- ISTEP Language Arts
- Hispanic -- ISTEP Language Arts
- Special Education -- ISTEP Language Arts

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

- I. Focused Instruction / Curriculum: 6 + 1 Traits for Writing

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

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

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process

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

- I. Focused Instruction / Curriculum: 6 + 1 Traits for Writing
- J. Instruction by Highly Qualified Teachers

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

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

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process

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

- K. Attracting Highly Qualified Teachers

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

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

- Kindergarten -- Promotion Rate

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

- L. Early Childhood Assistance: Connecting with Parents

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

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

- Black -- ISTEP Language Arts
- Free Lunch -- ISTEP Language Arts
- Special Education -- ISTEP Language Arts

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

- M. Assessment Results to Parents

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

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

- Black -- ISTEP Language Arts
- Free Lunch -- ISTEP Language Arts
- Special Education -- ISTEP Language Arts

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

- N. Parent Notice of "School in Improvement"

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

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

- Fifth Grade -- Promotion Rate
- Fourth Grade -- Promotion Rate
- Sixth Grade -- Promotion Rate
- Third Grade -- Promotion Rate

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

- O. Extended Learning Activities

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

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

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math

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

- P. Teacher Mentoring Program: Principal Walk-Throughs

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

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

- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math
- White -- ISTEP Math

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

- Q. School-Parent Involvement Policy

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

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

- All -- Pass ISTEP Math-Computation

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

- R. Parent Right-to-Know Letter

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

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

- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math

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

- S. School-Parent Compact

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

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

- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Third Grade -- Promotion Rate

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

- T. Annual Parent Meeting

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

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

- Sixth Grade -- Promotion Rate
- Special Education -- ISTEP Language Arts

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

- U. Targeted Assistance

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

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

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process

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

- V. Peer Review for SIP

## **AA. Curriculum Mapping (IPS)**

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

- Black -- ISTEP Language Arts
- Black -- ISTEP Math

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

- AA. Curriculum Mapping: Curriculum Mapping

## **BB. Benchmark Assessments (IPS)**

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

- Black -- ISTEP Math
- Free Lunch -- ISTEP Math
- White -- ISTEP Math

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

- BB. Benchmark Assessments

## **CC. TESA (IPS)**

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

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension

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

- CC. TESA: TESA

## Force Field Excerpt

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

|   |  |  |
|---|--|--|
| Description and location of curriculum:   | The office   | Force Field Report B: Curriculum Additional Data #1  |
| Titles and descriptions of assessment instruments to be used in addition to ISTEP+: | ISTEP+ is given to all 3rd-6th grade students in this building. The DIBELS assessment is given to K-6th students multiple times during the year. | Force Field Report C: Assessment Additional Data #1  |
| Statutes and rules to be waived:  | NA   | Force Field Report G: Environment Additional Data #2 |
| Program Consolidation Plan:   |  | Force Field Report G: Environment Additional Data #2 |

# To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

## Benchmark Assessments

**May , 2008:** Collect the % of support staff who provide assistance to students who did not pass the benchmark assessments.

**Person:** Principal

**Activity:** Collect baseline data

**May , 2008:** Collect the % of teachers who administer the benchmark assessments.

**Person:** Principal

**Activity:** Collect baseline data

**May , 2008:** Collect the % of teachers who implement classroom lessons that follow the IPS Pacing Guides.

**Person:** Principal

**Activity:** Collect baseline data

**May , 2008:** Collect the % of teachers who implement daily sponge activities that mirror the common deficit indicator identified by the benchmark assessment(s).

**Person:** Principal

**Activity:** Collect baseline data

**May , 2008:** Collect the % of teachers who provide remediation for students who do not pass the benchmark assessment(s).

**Person:** Principal

**Activity:** Collect baseline data

**May , 2008:** Collect the % of teachers who set aside thirty minutes each day for regrouping and re-teaching based on the benchmark assessments.

**Person:** Principal

**Activity:** Collect baseline data

**May , 2008:** Collect the % of teachers who submit lessons plans that follow the IPS Pacing Guides.

**Person:** Principal

**Activity:** Collect baseline data

**May 6, 2008:** Title I staff will scan benchmarks as they are turned in

**Person:** Denise Boudi

**Activity:** Intervention

**Aug 31, 2008:** Title I staff will create benchmark answer sheets for each benchmark

**Person:** Nicole Fama

**Activity:** Intervention

**Aug 31, 2008:** Title I staff will distribute Acuity benchmarks as directed by the regional director

**Person:** Jodi McCabe

**Activity:** Intervention

**Sep 9, 2008:** Title I staff will scan benchmarks as they are turned in

**Person:** Denise Boudi

**Activity:** Intervention

**Sep 30, 2008:** Teachers will use benchmark results to plan more focused instruction activities

**Person:** Grade Level Chair

**Activity:** Intervention

- Sep 30, 2008:** Title I staff will use benchmark results to drive instruction with students  
**Person:** Denise Boudi  
**Activity:** Intervention
- Oct 12, 2008:** Title I staff will create benchmark answer sheets for each benchmark  
**Person:** Nicole Fama  
**Activity:** Intervention
- Oct 12, 2008:** Title I staff will distribute Acuity benchmarks as directed by the regional director  
**Person:** Jodi McCabe  
**Activity:** Intervention
- Oct 21, 2008:** Title I staff will scan benchmarks as they are turned in  
**Person:** Denise Boudi  
**Activity:** Intervention
- Oct 31, 2008:** Title I staff will collect tests and help administer make-up benchmark tests.  
**Person:** Denise Boudi  
**Activity:** Intervention
- Oct 31, 2008:** Title I staff will collect tests and help administer make-up benchmark tests.  
**Person:** Denise Boudi  
**Activity:** Intervention
- Oct 31, 2008:** Title I staff will scan benchmarks as they are turned in  
**Person:** Denise Boudi  
**Activity:** Intervention
- Nov 10, 2008:** Teachers will use benchmark results to plan more focused instruction activities  
**Person:** Grade Level Chair  
**Activity:** Intervention
- Nov 10, 2008:** Title I staff will use benchmark results to drive instruction with students  
**Person:** Denise Boudi  
**Activity:** Intervention
- Nov 22, 2008:** Title I staff will create benchmark answer sheets for each benchmark  
**Person:** Nicole Fama  
**Activity:** Intervention
- Nov 22, 2008:** Title I staff will distribute Acuity benchmarks as directed by the regional director  
**Person:** Jodi McCabe  
**Activity:** Intervention
- Dec , 2008:** Collect the % of support staff who provide assistance to students who did not pass the benchmark assessments.  
**Person:** Principal  
**Activity:** Collect first semester/trimester follow up data
- Dec , 2008:** Collect the % of teachers who administer the benchmark assessments.  
**Person:** Principal  
**Activity:** Collect first semester/trimester follow up data
- Dec , 2008:** Collect the % of teachers who implement classroom lessons that follow the IPS Pacing Guides.  
**Person:** Principal  
**Activity:** Collect first semester/trimester follow up data
- Dec , 2008:** Collect the % of teachers who implement daily sponge activities that mirror the common deficit indicator identified by the benchmark assessment.  
**Person:** Principal  
**Activity:** Collect first semester/trimester follow up data

**Dec , 2008:** Collect the % of teachers who provide remediation for students who do not pass the benchmark assessment(s).  
**Person:** Principal  
**Activity:** Collect first semester/trimester follow up data

**Dec , 2008:** Collect the % of teachers who set aside thirty minutes each day for regrouping and reteaching based on the benchmark assessments.  
**Person:** Principal  
**Activity:** Collect first semester/trimester follow up data

**Dec , 2008:** Collect the % of teachers who submit lessons plans that follow the IPS Pacing Guides.  
**Person:** Principal  
**Activity:** Collect first semester/trimester follow up data

**Dec 1, 2008:** Title I staff will scan benchmarks as they are turned in  
**Person:** Denise Boudi  
**Activity:** Intervention

**Dec 22, 2008:** Teachers will use benchmark results to plan more focused instruction activities  
**Person:** Grade Level Chair  
**Activity:** Intervention

**Dec 22, 2008:** Title I staff will use benchmark results to drive instruction with students  
**Person:** Denise Boudi  
**Activity:** Intervention

**Jan 3, 2009:** Title I staff will create benchmark answer sheets for each benchmark  
**Person:** Nicole Fama  
**Activity:** Intervention

**Jan 3, 2009:** Title I staff will distribute Acuity benchmarks as directed by the regional director  
**Person:** Jodi McCabe  
**Activity:** Intervention

**Jan 12, 2009:** Title I staff will scan benchmarks as they are turned in  
**Person:** Denise Boudi  
**Activity:** Intervention

**Feb 2, 2009:** Teachers will use benchmark results to plan more focused instruction activities  
**Person:** Grade Level Chair  
**Activity:** Intervention

**Feb 2, 2009:** Title I staff will use benchmark results to drive instruction with students  
**Person:** Denise Boudi  
**Activity:** Intervention

**Feb 14, 2009:** Title I staff will create benchmark answer sheets for each benchmark  
**Person:** Nicole Fama  
**Activity:** Intervention

**Feb 14, 2009:** Title I staff will distribute Acuity benchmarks as directed by the regional director  
**Person:** Jodi McCabe  
**Activity:** Intervention

**Feb 23, 2009:** Title I staff will scan benchmarks as they are turned in  
**Person:** Denise Boudi  
**Activity:** Intervention

**Mar 16, 2009:** Teachers will use benchmark results to plan more focused instruction activities  
**Person:** Grade Level Chair  
**Activity:** Intervention

**Mar 16, 2009:** Title I staff will use benchmark results to drive instruction with students

**Person:** Denise Boudi

**Activity:** Intervention

**Mar 28, 2009:** Title I staff will create benchmark answer sheets for each benchmark

**Person:** Nicole Fama

**Activity:** Intervention

**Mar 28, 2009:** Title I staff will distribute Acuity benchmarks as directed by the regional director

**Person:** Jodi McCabe

**Activity:** Intervention

**Apr 6, 2009:** Title I staff will scan benchmarks as they are turned in

**Person:** Denise Boudi

**Activity:** Intervention

**Apr 27, 2009:** Teachers will use benchmark results to plan more focused instruction activities

**Person:** Grade Level Chair

**Activity:** Intervention

**Apr 27, 2009:** Title I staff will use benchmark results to drive instruction with students

**Person:** Denise Boudi

**Activity:** Intervention

**May , 2009:** Collect the % of support staff who provide assistance to students who did not pass the benchmark assessments.

**Person:** Principal

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

**May , 2009:** Collect the % of teachers who administer the benchmark assessments.

**Person:** Principal

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

**May , 2009:** Collect the % of teachers who implement classroom lessons that follow the IPS Pacing Guides.

**Person:** Principal

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

**May , 2009:** Collect the % of teachers who implement daily sponge activities that mirror the common deficit indicator identified by the benchmark assessment.

**Person:** Principal

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

**May , 2009:** Collect the % of teachers who provide remediation for students who do not pass the benchmark assessment(s).

**Person:** Principal

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

**May , 2009:** Collect the % of teachers who submit lessons plans that follow the IPS Pacing Guides.

**Person:** Principal

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

**May , 2009:** Collect the % teachers who set aside thirty minutes each day for regrouping and reteaching based on the benchmark assessments.

**Person:** Principal

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

**May 9, 2009:** Title I staff will create benchmark answer sheets for each benchmark

**Person:** Nicole Fama

**Activity:** Intervention

**May 9, 2009:** Title I staff will distribute Acuity benchmarks as directed by the regional director

**Person:** Jodi McCabe

**Activity:** Intervention

**May 18, 2009:** Title I staff will scan benchmarks as they are turned in

**Person:** Denise Boudi

**Activity:** Intervention

## Curriculum Mapping

**Apr 12, 2008:** Attend Mapping Training- Tier II Group

**Person:**

**Activity:** Mapping- Tier III Group: Pacing/Consensus Leadership Team

**Jun 12, 2008:** Attend Mapping Training- Tier III Group

**Person:**

**Activity:** Mapping- Tier III Group: Pacing/Consensus Leadership Team

**Jun 13, 2008:** Attend Mapping Training- Tier III Group

**Person:**

**Activity:** Mapping- Tier III Group: Pacing/Consensus Leadership Team

**Aug 5, 2008:** Attend Mapping Training- Tier III Group

**Person:**

**Activity:** Mapping-Tier III Group: Pacing/Consensus Leadership Team

## Early Childhood Assistance

**May 20, 2008:** Collect Worksheets

**Person:** Teachers on Committee

**Activity:** Create Packets

**May 20, 2008:** Create packets

**Person:** Teachers on Committee

**Activity:** Create Packets

**May 20, 2008:** Make a list of standards children need to know coming into kindergarten

**Person:** Dimmit/Roberts/Williams

**Activity:** Create Packets

**May 28, 2008:** Disburse Packets to parents as they register their kindergartners

**Person:** Teachers on the committee

**Activity:** Create Packets

**May 28, 2008:** Letter to accompany packet explaining the importance of completing the packet

**Person:** Principal

**Activity:** Create Packets

**Jul 1, 2008:** Create checklist with basic pre-kindergarten skills

**Person:** Lisa Roberts

**Activity:** Checklist survey

**Jul 1, 2008:** Create a survey for parents determining if they used the packets, found them helpful, etc.

**Person:** Teachers on the Committee

**Activity:** Create Packets

**Aug 27, 2008:** Number of parents who used the packets according to a parent survey.

**Person:** Pam West and committee

**Activity:** Collect baseline data

**Aug 27, 2008:** Parent survey (checklist) of what they think their child knows (colors, numbers, etc.) in preparation for Kindergarten

**Person:** All kindergarten teachers

**Activity:** Collect baseline data

**Aug 27, 2008:** Review parents' perceptions of value of the packet

**Person:** Committee

**Activity:** Create Packet

**Jan 30, 2009:** Parent survey (checklist) of what they think their child knows (colors, numbers, etc.) in preparation for kindergarten

**Person:** Pam West

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

**Jan 30, 2009:** Percentage of parents who know the skills their child needs to be successful in kindergarten

**Person:** Pam West/ committee

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

**Mar 20, 2009:** Collect parents' survey to evaluate packets use.

**Person:** Teachers on the Committee

**Activity:** Create Packets

**May 15, 2009:** Check % of parents who know the skills their children need to be successful in kindergarten

**Person:** Pam West

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

**May 15, 2009:** Parent survey (checklist) of what they think their child knows (colors, numbers, etc.) in preparation for kindergarten

**Person:** Pam West

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

## Extended Learning Activities

**May , 2008:** Collect the % of teachers whose attitude changes when they see students working to be successful on ISTEP +.

**Person:** Teressa Lee

**Activity:** Collect baseline data

**Aug 15, 2008:** Teacher Sign-Up

**Person:** Debbie Edwards

**Activity:** After-School Tutoring

**Aug 17, 2008:** Mini-Workshop on Tutoring Books

**Person:** Jodi McCabe

**Activity:** ISTEP + Prep Books

**Aug 18, 2008:** Letter Home about Tutoring

**Person:** Thelma Hughes

**Activity:** After-School Tutoring

**Aug 20, 2008:** Tutoring Kick-off

**Person:** Tiffany Deegan

**Activity:** After-School Tutoring

**Sep 12, 2008:** Tutoring Celebration

**Person:** Michael Borden

**Activity:** After-School Tutoring

**Sep 12, 2008:** Invitations for Celebration

**Person:** Debbie Edwards

**Activity:** Celebration

**Sep 17, 2008:** Awards

**Person:** Thelma Hughes

**Activity:** Celebration

**Sep 19, 2008:** Food for Celebration

**Person:** Tiffany Deegan

**Activity:** Celebration

**Dec , 2008:** Collect the % of teachers whose attitude changes when they see students working to be successful on ISTEP +.

**Person:** Teressa Lee

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

**May , 2009:** Collect the % of teachers whose attitude changes when they see students working to be successful on ISTEP +.

**Person:** Teressa Lee

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

## **Focused Instruction / Curriculum**

**May , 2008:** Calculate the % of students presenting work for discussion during the STPT meetings.

**Person:** Principal

**Activity:** Collect baseline data

**May , 2008:** Calculate the % of students showing writing scores on a Writing Data Sheet each month.

**Person:** Principal

**Activity:** Collect baseline data

**May , 2008:** Calculate the % of students who submit writing that is aligned with the standards listed in the Write Way.

**Person:** Principal

**Activity:** Collect baseline data

**Oct , 2008:** Attend "Focus on Ideas" training provided by the district.

**Person:** Principal

**Activity:** 6 + 1 Principal Training: Focus on Ideas

**Nov , 2008:** Provide "Focus on Ideas" training for teachers.

**Person:** Principal

**Activity:** 6 + 1 Teacher Training: Focus on Ideas

**Dec , 2008:** Attends "Focus on Organization" training provided by the district

**Person:** Principal

**Activity:** 6 + 1 Principal Training: Focus on Organization

**Dec , 2008:** Calculate the % of students presenting work for discussion during the STPT meetings.

**Person:** Principal

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

**Dec , 2008:** Calculate the % of students showing writing scores on a Writing Data Sheet each month.

**Person:** Principal

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

**Dec , 2008:** Calculate the % of students who submit writing that is aligned with the standards listed in the Write Way.

**Person:** Principal

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

**Jan , 2009:** Provide "Focus on Organization" training for teachers.

**Person:** Principal

**Activity:** 6 + 1 Teacher Training: Focus on Organization

**Feb , 2009:** Attend "Focus on Sentence Fluency" training provided by the district.

**Person:** Principal

**Activity:** 6 + 1 Principal Training: Focus on Sentence Fluency

- Mar , 2009:** Provide "Focus on Sentence Fluency" training for teachers.  
**Person:** Principal  
**Activity:** 6 + 1 Teacher Training: Focus on Sentence Fluency
- Apr , 2009:** Attend "Focus on Conventions" training provided by the district.  
**Person:** Principal  
**Activity:** 6 + 1 Principal Training: Focus on Conventions
- May , 2009:** Provide "Focus on Conventions" training for teachers.  
**Person:** Principal  
**Activity:** 6 + 1 Teacher Training: Focus on Conventions
- May , 2009:** Calculate the % of students presenting work for discussion during the STPT meetings.  
**Person:** Principal  
**Activity:** Collect final semester/trimester follow up data
- May , 2009:** Calculate the % of students showing writing scores on a Writing Data Sheet each month.  
**Person:** Principal  
**Activity:** Collect final semester/trimester follow up data
- May , 2009:** Calculate the % of students who submit writing that is aligned with the standards listed in the Write Way.  
**Person:** Principal  
**Activity:** Collect final semester/trimester follow up data

## Parent Involvement

- Apr 22, 2008:** Calculate % of parents of intensive students whose parents/ guardians attend at least one parent workshop.  
**Person:** Parent Liaison  
**Activity:** Collect baseline data
- May , 2008:** Calculate % of intensive students' homes that have monthly visits by the parent liaisons.  
**Person:** Parent Liaison  
**Activity:** Collect baseline data
- May , 2008:** Calculate % of intensive students' homes that receive monthly phone calls from the parent liaisons.  
**Person:** Parent Liaison  
**Activity:** Collect baseline data
- May , 2008:** Calculate the % of parents who report that they communicate with their children's teachers on a regular basis.  
**Person:** Parent Liaison  
**Activity:** Collect baseline data
- May , 2008:** Calculate the % of parents who report that they talk to their children daily about school.  
**Person:** Parent Liaison  
**Activity:** Collect baseline data
- May , 2008:** Calculate the number of Title 1 staff members who attend at least one parent workshop.  
**Person:** Parent Liaison  
**Activity:** Collect baseline data
- Aug , 2008:** The PL will prepare a list of intensive students homes to visit.  
**Person:** Parent Liaison  
**Activity:** Home Visits
- Aug 22, 2008:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development
- Aug 22, 2008:** Provides parent liaison with materials, ideals and instruction for work packet.  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops

**Aug 30, 2008:** The PL will make monthly phone calls to parents/guardians of our "intensive" students  
**Person:** Parent Liaison  
**Activity:** Phone calls home

**Aug 31, 2008:** The PL will prepare a list of intensive students homes to visit.  
**Person:** Parent Liaison  
**Activity:** Home Visits

**Sep 22, 2008:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development

**Sep 22, 2008:** Provides parent liaison with materials, ideals and instruction for work packet.  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops

**Sep 28, 2008:** The PL will prepare a list of intensive students homes to visit.  
**Person:** Parent Liaison  
**Activity:** Home Visits

**Sep 30, 2008:** The PL will make monthly phone calls to parents/guardians of our "intensive" students  
**Person:** Parent Liaison  
**Activity:** Phone calls home

**Oct 22, 2008:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development

**Oct 22, 2008:** Provides parent liaison with materials, ideals and instruction for work packet.  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops

**Oct 26, 2008:** The PL will prepare a list of intensive students homes to visit.  
**Person:** Parent Liaison  
**Activity:** Home Visits

**Oct 30, 2008:** The PL will make monthly phone calls to parents/guardians of our "intensive" students  
**Person:** Parent Liaison  
**Activity:** Phone calls home

**Nov 20, 2008:** The PL will make monthly phone calls to parents/guardians of our "intensive" students  
**Person:** Parent Liaison  
**Activity:** Phone calls home

**Nov 22, 2008:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development

**Nov 22, 2008:** Provides parent liaison with materials, ideals and instruction for work packet.  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops

**Nov 23, 2008:** The PL will prepare a list of intensive students homes to visit.  
**Person:** Parent Liaison  
**Activity:** Home Visits

**Dec , 2008:** Calculate % of intensive students' homes that have monthly visits by the parent liaisons.  
**Person:** Parent Liaison  
**Activity:** Collect first semester/trimester follow up data

- Dec , 2008:** Calculate % of intensive students' homes that receive monthly phone calls from the parent liaisons.  
**Person:** Parent Liaison  
**Activity:** Collect first semester/trimester follow up data
- Dec , 2008:** Calculate the % of parents who report that they communicate with their children's teachers on a regular basis.  
**Person:** Parent Liaison  
**Activity:** Collect first semester/trimester follow up data
- Dec , 2008:** Calculate the % of parents who report that they talk to their children daily about school.  
**Person:** Parent Liaison  
**Activity:** Collect first semester/trimester follow up data
- Dec , 2008:** Calculate the number of Title 1 staff members who attend at least one parent workshop.  
**Person:** Parent Liaison  
**Activity:** Collect first semester/trimester follow up data
- Dec 15, 2008:** The PL will make monthly phone calls to parents/guardians of our "intensive" students  
**Person:** Parent Liaison  
**Activity:** Phone calls home
- Dec 19, 2008:** Calculate % of parents of intensive students whose parents/ guardians attend at least one parent workshop.  
**Person:** Parent Liaison  
**Activity:** Collect first semester/trimester follow up data
- Dec 22, 2008:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development
- Dec 22, 2008:** Provides parent liaison with materials, ideals and instruction for work packet.  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops
- Dec 28, 2008:** The PL will prepare a list of intensive students homes to visit.  
**Person:** Parent Liaison  
**Activity:** Home Visits
- Jan 22, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development
- Jan 22, 2009:** Visits homes.  
**Person:** Parent Liaison  
**Activity:** Parent Workshops
- Jan 25, 2009:** The PL will prepare a list of intensive students homes to visit.  
**Person:** Parent Liaison  
**Activity:** Home Visits
- Jan 30, 2009:** The PL will make monthly phone calls to parents/guardians of our "intensive" students  
**Person:** Parent Liaison  
**Activity:** Phone calls home
- Feb 22, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development
- Feb 22, 2009:** Visits homes.  
**Person:** Parent Liaison  
**Activity:** Parent Workshops

- Mar 1, 2009:** The PL will prepare a list of intensive students homes to visit.  
**Person:** Parent Liaison  
**Activity:** Home Visits
- Mar 22, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development
- Mar 22, 2009:** Visits homes.  
**Person:** Parent Liaison  
**Activity:** Parent Workshops
- Mar 27, 2009:** The PL will make monthly phone calls to parents/guardians of our "intensive" students  
**Person:** Parent Liaison  
**Activity:** Phone calls home
- Mar 29, 2009:** The PL will prepare a list of intensive students homes to visit.  
**Person:** Parent Liaison  
**Activity:** Home Visits
- Apr 22, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development
- Apr 22, 2009:** Visits homes.  
**Person:** Parent Liaison  
**Activity:** Parent Workshops
- Apr 30, 2009:** The PL will make monthly phone calls to parents/guardians of our "intensive" students  
**Person:** Parent Liaison  
**Activity:** Phone calls home
- May , 2009:** Calculate % of intensive students' homes that have monthly visits by the parent liaisons.  
**Person:** Parent Liaison  
**Activity:** Collect final semester/trimester follow up data
- May , 2009:** Calculate % of intensive students' homes that receive monthly phone calls from the parent liaisons.  
**Person:** Parent Liaison  
**Activity:** Collect final semester/trimester follow up data
- May , 2009:** Calculate the % of parents who report that they communicate with their children's teachers on a regular basis.  
**Person:** Parent Liaison  
**Activity:** Collect final semester/trimester follow up data
- May , 2009:** Calculate the % of parents who report that they talk to their children daily about school.  
**Person:** Parent Liaison  
**Activity:** Collect final semester/trimester follow up data
- May , 2009:** Calculate the number of Title 1 staff members who attend at least one parent workshop.  
**Person:** Parent Liaison  
**Activity:** Collect final semester/trimester follow up data
- May 23, 2009:** Calculate % of parents of intensive students whose parents/ guardians attend at least one parent workshop.  
**Person:** Parent Liaison  
**Activity:** Collect final semester/trimester follow up data
- May 30, 2009:** The PL will make monthly phone calls to parents/guardians of our "intensive" students  
**Person:** Parent Liaison  
**Activity:** Phone calls home

## Safe and Disciplined Learning Environment

**May 27, 2008:** A committee of staff members will be established by volunteering or appointment by administration.

**Person:** TBD

**Activity:** Behavior Adjustment Committee

**Aug 1, 2008:** The committee will create a handbook of rules and consequences for the student body.

**Person:** TBD

**Activity:** Behavior Adjustment Committee

**Sep 15, 2008:** The handbook will be printed and ready for students when they enter school for the 2008-2009 school year.

**Person:** TBD

**Activity:** Behavior Adjustment Committee

## Targeted Assistance

**Aug , 2008:** % of teachers who use interventions in language arts for special education students

**Person:** Inclusion class teachers of 6th grade

**Activity:** Collect baseline data

**Aug 27, 2008:** Special ED students in 6th grade will receive a packet for an after school tutoring program.

**Person:** Lauren Walton

**Activity:** Intervention for 6th grade Special ED students

**Aug 28, 2008:** Parents of 6th grade Special ED students will be contacted via phone calls.

**Person:** Mary Godfrey

**Activity:** Intervention for 6th grade Special ED students

**Sep 8, 2008:** 6th grade Special ED students will attend individualized after school tutoring.

**Person:** TBA

**Activity:** Intervention for 6th grade Special ED students

**Jan , 2009:** % of teachers who use interventions in language arts for special education students

**Person:** Inclusion class teachers of 6th grade

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

**May , 2009:** % of teachers who use interventions in language arts for special education students

**Person:** Inclusion class teachers of 6th grade

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

## Teacher Mentoring Program

**Sep , 2008:** Principals will receive an overview and training on software used for principal walkthroughs.

**Person:** Principal

**Activity:** Principal Walkthroughs- Focus: Overview and Software Training

**Oct , 2008:** Principal Walkthrough (Curriculum)

**Person:** Principal

**Activity:** Principal Walkthroughs/ Mentoring- Focus: Curriculum

**Oct , 2008:** Teacher Mentoring (Curriculum)

**Person:** Targeted Teachers

**Activity:** Principal Walkthroughs/ Mentoring- Focus: Curriculum

**Nov , 2008:** Principal Walkthrough (Instruction)

**Person:** Principal

**Activity:** Principal Walkthroughs/Mentoring- Focus: Looking at Instruction

**Nov , 2008:** Teacher Mentoring (Instruction)  
**Person:** Targeted Teachers  
**Activity:** Principal Walkthroughs/Mentoring- Focus: Looking at Instruction

**Dec , 2008:** Principal Walkthrough (Looking at the Learner)  
**Person:** Principal  
**Activity:** Principal Walkthroughs/Mentoring- Focus: Looking at the Learner

**Dec , 2008:** Teacher Mentoring (Looking at the Learner)  
**Person:** Targeted Teachers  
**Activity:** Principal Walkthroughs/Mentoring- Focus: Looking at the Learner

**Jan , 2009:** Principal Walkthrough (Looking at the Environment)  
**Person:** Principal  
**Activity:** Principal Walkthroughs/Mentoring- Focus: Looking at the Environment

**Jan , 2009:** Teacher Mentoring (Looking at the Environment)  
**Person:** Targeted Teachers  
**Activity:** Principal Walkthroughs/Mentoring- Focus: Looking at the Environment

**Feb , 2009:** Principal Walkthrough (Differentiation)  
**Person:** Principal  
**Activity:** Principal Walkthroughs/Mentoring- Focus: Looking at Differentiation

**Feb , 2009:** Teacher Mentoring (Differentiation)  
**Person:** Targeted Teachers  
**Activity:** Principal Walkthroughs/Mentoring- Focus: Looking at Differentiation

**Mar , 2009:** Principal Walkthrough (Analyzing Data)  
**Person:** Principal  
**Activity:** Principal Walkthroughs/Mentoring- Focus: Analyzing Data from Walkthroughs

**Mar , 2009:** Teacher Mentoring (Analyzing Data)  
**Person:** Targeted Teachers  
**Activity:** Principal Walkthroughs/Mentoring- Focus: Analyzing Data from Walkthroughs

## Technology Coordination

**May , 2008:** Collect the % of teachers presenting student work for discussion during the STPT meetings.  
**Person:** Vodraska/VanMeter  
**Activity:** Collect baseline data

**May , 2008:** Collect the % of teachers showing student writing scores on a Writing Data Sheet each month.  
**Person:** Vodraska/VanMeter  
**Activity:** Collect baseline data

**May , 2008:** Collect the % of teachers who submit student writing that is aligned with the standards listed in the Write Way.  
**Person:** Vodraska/VanMeter  
**Activity:** Collect baseline data

**Sep 1, 2008:** Conduct professional development on ISTE for teachers  
**Person:** Sharon Vodraska  
**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) for Teachers

**Sep 1, 2008:** Central office will provide professional development for the InSAI Technology Strategy Chairs on the ISTE standards.  
**Person:** Sharon Vodraska  
**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) standards for InSAI Technolo

- Sep 1, 2008:** Attend professional development for ISTE provided by the district.  
**Person:** Principal  
**Activity:** Mastery of International Society for Technology in Education (ISTE) standards for Administrators
- Oct , 2008:** Conduct professional development on ISTE for teachers  
**Person:** Sharon Vodraska  
**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) for Teachers
- Oct , 2008:** Central office will provide professional development for the InSAI Technology Strategy Chairs on the ISTE standards.  
**Person:** Sharon Vodraska  
**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) standards for InSAI Technolo
- Oct , 2008:** Attend professional development for ISTE provided by the district.  
**Person:** Principal  
**Activity:** Mastery of International Society for Technology in Education (ISTE) standards for Administrators
- Nov 2, 2008:** Conduct professional development on ISTE for teachers  
**Person:** Sharon Vodraska  
**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) for Teachers
- Nov 2, 2008:** Central office will provide professional development for the InSAI Technology Strategy Chairs on the ISTE standards.  
**Person:** Sharon Vodraska  
**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) standards for InSAI Technolo
- Nov 2, 2008:** Attend professional development for ISTE provided by the district.  
**Person:** Principal  
**Activity:** Mastery of International Society for Technology in Education (ISTE) standards for Administrators
- Dec , 2008:** Collect the % of teachers presenting student work for disucssion during the STPT meetings.  
**Person:** Vodraska/VanMeter  
**Activity:** Collect first semester/trimester follow up data
- Dec , 2008:** Collect the % of teachers showing student writing scores on a Writing Data Sheet each month.  
**Person:** Vodraska/VanMeter  
**Activity:** Collect first semester/trimester follow up data
- Dec , 2008:** Collect the % of teachers who submit student writing that is aligned with the standards listed in the Write Way.  
**Person:** Vodraska/VanMeter  
**Activity:** Collect first semester/trimester follow up data
- Jan 3, 2009:** Conduct professional development on ISTE for teachers  
**Person:** Sharon Vodraska  
**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) for Teachers
- Jan 3, 2009:** Central office will provide professional development for the InSAI Technology Strategy Chairs on the ISTE standards.  
**Person:** Sharon Vodraska  
**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) standards for InSAI Technolo
- Jan 3, 2009:** Attend professional development for ISTE provided by the district.  
**Person:** Principal  
**Activity:** Mastery of International Society for Technology in Education (ISTE) standards for Administrators
- Mar 7, 2009:** Conduct professional development on ISTE for teachers  
**Person:** Sharon Vodraska  
**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) for Teachers
- Mar 7, 2009:** Central office will provide professional development for the InSAI Technology Strategy Chairs on the ISTE standards.  
**Person:** Sharon Vodraska

**Activity:** K-8 Mastery of International Society for Technology in Education (ISTE) standards for InSAI Technolo

**Mar 7, 2009:** Attend professional development for ISTE provided by the district.

**Person:** Principal

**Activity:** Mastery of International Society for Technology in Education (ISTE) standards for Administrators

**May , 2009:** Collect the % of teachers presenting student work for disucssion during the STPT meetings.

**Person:** Vodraska/VanMeter

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

**May , 2009:** Collect the % of teachers showing student writing scores on a Writing Data Sheet each month.

**Person:** Vodraska/VanMeter

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

**May , 2009:** Collect the % of teachers who submit student writing that is aligned with the standards listed in the Write Way.

**Person:** Vodraska/VanMeter

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

## TESA

**Feb 21, 2009:** Attend Phase II- Coordinator Training

**Person:** TESA Coordinator

**Activity:** Phase II- Coordinator Training, Day 1

**Mar , 2009:** Attend Phase II- Coordinator Training

**Person:** TESA Coordinator

**Activity:** TESA Awareness Session

**Mar 14, 2009:** Attend Phase II- Coordinator Training

**Person:** TESA Coordinator

**Activity:** Phase II- Coordinator Training, Day 2

## Continuous Improvement Timeline

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

|           | <b>First Year Schools</b>   | <b>Second Year Schools</b>  | <b>Third Year and Beyond Schools</b>  |
|-----------|---|---|---|
| Oct       | Session 1:<br><u>Getting Started</u><br><i>Local Mtgs: Rationale for Change</i>   | <u>New Steering Team Member</u> (optional)<br>Session 1:<br><u>Improvement Plan Implementation</u>  | <u>New Steering Team Member</u> (optional)<br>Session 1:<br><u>Kick-Off / Monitoring / Mentoring</u>  |
| Nov       | <u>Session 2 Visioning</u><br><u>Tech Training 1</u> (two people per school)<br><i>Local Mtgs: Visioning</i>  | <u>Tech Training 1</u> (optional)<br><i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>  | <u>Tech Training 1</u> (optional)<br><i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>  |
| Dec       | Session 3:<br><u>Achievement Data Analysis</u><br><i>Local Mtgs: Achievement Data Targets</i>   |   | Session 2:<br><u>SIP Evaluation &amp; Revision</u><br><i>Local Mtgs: Sch. Imp. Plan Revision</i>  |
| Jan       | Session 4:<br><u>Areas of Concern &amp; Research Assignments</u><br><i>Local Mtgs: Areas of Concern</i>   | Session 2:<br><u>SIP Review &amp; Revision</u><br><i>Local Mtgs: Sch. Imp. Plan Revision</i>  |   |
| Jan 31    | Session 5:<br><u>InSAI Conference on Learning</u><br><i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>                                   | <u>InSAI Conference on Learning</u> (optional)  | <u>InSAI Conference on Learning</u> (optional)  |
| Feb / Mar | Session 6: (strategy chairs only)<br><u>Strategy Plans</u><br><u>Tech Training 2</u> (two people per school)<br><i>Strategy Task Force Mtg – Strategy Plans</i> | Session 3 (strategy chairs only):<br><u>Writing Strategy Plans</u><br><u>Tech Training 2</u> (optional)<br><i>Strategy Committees – Strategy Plans</i>        | Session 3: (strategy chairs only):<br><u>Writing Strategy Plans</u><br><u>Tech Training 2</u> (optional)<br><i>Strategy Committees – Strategy Plans</i>       |
| Apr       | <i>1st Fri. in April: All submissions due online</i><br>Session 7:<br><u>Strategy Plan Review:</u><br>One hour individual appointment                           | <i>1st Fri. in April: All submissions due online</i><br>Session 4:<br><u>Strategy Plan Review:</u><br>One hour individual appointment                         | <i>1st Fri. in April: All submissions due online</i><br>Session 4:<br><u>Strategy Plan Review:</u><br>One hour individual appointment                         |
| May       | <i>1st Fri in May: Revisions due online</i><br><i>3rd Fri in May: Schools mail hardcopies</i><br><i>(after status of all submissions is “meets criteria”)</i>   | <i>1st Fri in May: Revisions due online</i><br><i>3rd Fri in May: Schools mail hardcopies</i><br><i>(after status of all submissions is “meets criteria”)</i> | <i>1st Fri in May: Revisions due online</i><br><i>3rd Fri in May: Schools mail hardcopies</i><br><i>(after status of all submissions is “meets criteria”)</i> |