

School Improvement Plan - PL221 Version - 2009-2012

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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 Schoolwide
- NCA
- Schools in Improvement (NCLB)

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. 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 www.asainstitute.org/publicsip
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 www.asainstitute.org/publicsip
	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 Areas of Concern 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 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

** 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

- Julie Bakehorn - Administrator
- Denise Boudi - Teacher
- Scott Coffey - Administrator
- Sharon Harris - Parent/Guardian
- John Moorman - Community
- Megan Ross - Community
- Deb Siddiqui - School
- Lauren Walton - Teacher

Strategy Chairs

- Julie Bakehorn
- Mary Beltrame
- Denise Boudi
- Kira Conlon
- Tiffany Deegan
- Erin Forsythe
- Jennifer Gamble
- Sharon Harris
- Shernika Johnson
- Carol McCracken
- Cynthia Roach
- Deb Siddiqui
- Sharon Vodraska
- Lauren Walton
- Pam West

Community Council

- Mary Beltrame - Reading Coach
- Joe Bowling - Great Indy Neighborhoods Initiative/ Community Builder
- Chip Gibson
- Heather Giron
- Kortnie Goodman - Parent
- Darin Griesey
- Tracy Heaton - Great Indy Neighborhoods Initiative
- Martha Hofer - secretary
- Kimberly Mitchell
- John Moorman - Manager of Tire Shop
- Aaron Shelby - Pastor
- Debbie Strietelmeir - Educational Director/ Pastor's wife
- Sue Switzer - retired

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.

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

All - Pass ISTEP Math-Computation

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64%	64%	71%	68%	56%	60%		65%		75%		100%

All - Pass ISTEP Reading Comprehension

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	60%	60%	67%	64%	53%	60%		65%		75%		100%

All - Pass ISTEP Writing Process

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	59%	59%	62%	63%	55%	60%		70%		75%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57%	57%	65.8%	60%		65%		70%		75%		100%

Black - ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%	56%	60%	60%	48%	55%		65%		75%		100%

Black - ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%	56%	62%	65%	56%	60%		65%		75%		100%

Free Lunch - ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%	56%	62%	60%	60%	65%		75%				100%

Free Lunch - ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	55%	55%	63%	59%	53%	60%		65%		75%		100%

Special Education - ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	37%	37%	46%	41%	29%	40%		47%		55%		100%

Special Education - ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	49%	49%	83%	53%	50%	55%		60%		65%		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: Teachers do not have adequate feedback tools for instructional decision-making purposes.

Concern: Instructional practices do not adequately ensure that rigorous content is being taught to all students in a manner that promotes learning for all students.

Concern: Teachers need tools to support their instruction of writing using a common language.

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

W. Timely Additional Assistance

Strategies

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

Local Strategies

AA. Teacher Expectation Student Achievement (TESA) —

Using TESA 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 the classroom discussions and activities throughout the school year, August-May.

BB. Administrator Walk-Through —

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

CC. Predictor and End of Semester Assessments —

Teachers will follow the IPS pacing guides for Math, Science, and Social Studies and the Language Arts Consensus/Pacing Maps; implement three predictor assessments in Math, Language Arts, Science, and Social Studies; and provide remediation for students throughout the school year, August-May. End of Semester assessments in Math, Language Arts, Science and Social Studies will be given at the end of second and fourth grading periods.

DD. Student Graduation Plan —

The school will develop and require a Graduation Plan for student in grades 6 through 12.

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 to homes, 3) workshops throughout the school year, August-May.

F. Encourage Rigorous Curriculum: Curriculum Mapping —

Tier III and IV Leadership Teams will present to staff members the Pacing/ Consensus maps and individual maps for Language Arts. Teachers will be instructed how to add to the individual maps so that it becomes the teacher's lesson plans for Language Arts throughout the school year, August-May. Also teachers will consistently use the district Language Arts Pacing/ Consensus Maps in grades K-12 and individually map the units of instruction using the Rubicon Atlas software throughout the school year.

I. Focused Academic Area: 5-5-3-3 District-Wide Strategies —

Teachers will implement in their daily instructional practices across the curriculum with a focus on Language Arts or math (to be determined by the school) the 5-5-3-3 District-Wide Strategies of Comprehension Strategies, Vocabulary Strategies, Test Taking Strategies and Writing Strategies through the school year, August â May.

J. Instruction by Highly Qualified Teachers —

Schools will continue to maintain a staff of highly qualified teachers throughout the school year, August-May by communicating with the IPS Human Resources Department. We will only interview and select candidates from a list provided by this department.

K. Attracting Highly Qualified Teachers —

Schools will use the IPS Human Resources Department list of potential highly qualified teachers to interview for positions in our building throughout the school year, August-May. IPS Human Resources Department will promote through their recruiting process and give recommendations to schools for interviews. The SBDM committee will continue to use the current interview process to attract highly qualified teachers. Highly successful student teachers will be recommended for an interview for future positions.

L. Early Childhood Transition: Teacher Training for Parent Involvement —

Teacher training for building partnerships with families will be offered. September - May.

L. Early Childhood Transition: Transition Team —

Throughout the school year, a transition planning team involving school personnel and families will implement a jointly developed plan to help promote a smooth transition to Kindergarten. August-May.

M. Parent Notice - Assessment Results —

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

N. Parent Notice - School in Improvement —

The school will verify that the IPS District has sent to all parents the Parent Notice à School Improvement including the specific responsibilities of the school, LEA and SEA (Title I School Improvement Schools ONLY)

O. Extended Learning Activities —

The school will participate in the After School Tutoring Program provided through IPS Title I Supplemental Educational Services. (Title I School Improvement Schools ONLY)

P. Teacher Mentoring Program: Teacher Mentoring Program —

The school will participate in the services provided by the district including mentoring provided by the district directors, the instructional coaches, TESA model (peer to peer), InSAI building level strategy chairperson.

Q. School-Parent Involvement Policy —

Schools will continue to implement the Title I Parent Involvement Policy throughout the school year, August-May. (Title I ONLY)

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

At the beginning of the school year, the school will verify that the IPS District has sent a Parent Right-to-Know letter about teacher qualifications throughout the school year, August-May. (Title I ONLY)

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

The school will send home a notice if children are not being taught by a highly qualified teacher throughout the school year, August-May. (Title I ONLY)

S. School-Parent Compact —

Schools will continue the use of the School-Parent Compact that is discussed and distributed at Open House that all parents agree to and sign at the beginning of the 2009-2010 school year.

T. Annual Parent Meeting —

Schools will continue to hold an annual parent meeting during the first month of school to inform parents about the Parent Involvement Policy, the School Parent Compact and the Title I program (ie services available, staff members, schedule, and types of activities for students and parents to do a home) and its impact on student achievement throughout the school year, August-May. (Title I ONLY)

U. Focused Student Group: African American Students —

Teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for African-American students whose score indicates yellow grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments. Teachers will schedule an additional 40-60 minutes invention/remediation time into their daily instructional time for students whose scores indicates red grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments throughout the school year, August-May. Please see strategy W. Timely Additional Assistance for the To Do List.

U. Focused Student Group: Free-reduced lunch Students —

Teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for free-reduced lunch students whose score indicates yellow grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments. Teachers will schedule an additional 40-60 minutes invention/remediation time into their daily instructional time for students whose scores indicates red grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments throughout the school year, August-May. Please see strategy W. Timely Additional Assistance for the To Do List.

U. Focused Student Group: Special Education Students —

Teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for special education students whose score indicates yellow grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments. Teachers will schedule an additional 40-60 minutes invention/remediation time into their daily instructional time for students whose scores indicates red grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments throughout the school year, August-May. Please see strategy W. Timely Additional Assistance for the To Do List.

V. Peer Review for SIP —

After the School Improvement Plan is written, the directors (elementary or secondary) will meet for the purpose of reviewing the quality of the School Improvement Plan to make sure all the required components are included and all subgroups needs are met. They will make suggestions as appropriate. Documentation will be kept in preparation for a DOE monitoring visit.

W. Timely Additional Assistance: Remediation Plan —

Teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for students whose score indicates yellow grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments. Teachers will schedule an additional 40-60 minutes invention/remediation time into their daily instructional time for students whose scores indicates red grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments throughout the school year, August-May.

Professional Development

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

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

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

AA. Teacher Expectation Student Achievement (TESA)

Professional Development Activity	Funding	Activity Purpose
<i>TESA Strategy Chair Meeting</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
TESA Stragey Chair Meetings for previously trained schools.	Teachers Other	

Professional Development Activity	Funding	Activity Purpose
<i>TESA Strategy Chair Meeting</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
TESA Strategy Chair Meetings for previously trained schools.	Teachers Other	

Professional Development Activity	Funding	Activity Purpose
<i>TESA Building Level Training for TESA Awareness Session</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level TESA Awareness Session for new faculty members in previously trained schools.	Teachers Other	

Professional Development Activity	Funding	Activity Purpose
<i>TESA Building Level Training for Workshop #1</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Buildng level training for TESA Workshop #1- Training for new faculty members in previously trained schools	Teachers Other	

Professional Development Activity	Funding	Activity Purpose
TESA Building Level Training for Workshop #2	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level training for TESA Workshop #2- training for new faculty members in previously trained schools	Teachers Other	

Professional Development Activity	Funding	Activity Purpose
TESA Building Level Training for Workshop #3	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level training for TESA Workshop #3- training for new faculty members in previously trained schools	Teachers Other	

Professional Development Activity	Funding	Activity Purpose
TESA Building Level Training for Workshop #4	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level training for TESA Workshop #4- Training for new faculty members in previously trained schools	Teachers Other	

Professional Development Activity	Funding	Activity Purpose
TESA Building Level Training for Workshop #5	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Building level training for TESA Workshop #5- Training for new faculty members in previously trained schools	Teachers Other	

CC. Predictor and End of Semester Assessments

Professional Development Activity	Funding	Activity Purpose
Using predictor and end of semester data to drive instruction	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
During monthly Principals' meetings 15-30 minutes will be devoted to talking about and giving suggestions on how to utilize the data to move instruction	Administrators	

DD. Student Graduation Plan

Professional Development Activity	Funding	Activity Purpose
<i>Introduction to the 6th Grade Graduation Plan</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Introduce to the Social Worker/Counselors in the school who have 6th grade students all the 6th Grade Graduation materials and required activities and timelines that must be completed by April 2010 with each student.	Counselors Other	

Professional Development Activity	Funding	Activity Purpose
<i>Graduation Plan Refresher Session</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Review with all the schoolsâ Social Worker/Counselors in the school who have 7th-12th grade students the Grade level Graduation materials and required activities and timeline that must be completed by April 2010 with each student	Counselors	

A. Parent Involvement: Parent Liaisons

Professional Development Activity	Funding	Activity Purpose
<i>Parent Workshops</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Title 1 staff at each school will provide Parent Liaisons with materials, ideas and instructions for monthly work packets they will take to parents during home visits	Other	Collaborative Problem Solving Other

Professional Development Activity	Funding	Activity Purpose
<i>Parent Liaison Professional Development</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Monthly meeting with the Title 1 Parent Facilitator will provide on-going staff development for all Parent Liaisons	Other	Talk to Presentation/Workshop

F. Encourage Rigorous Curriculum: Curriculum Mapping

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Review the mapping process and how to use Rubicon Atlas software so all trainers can be trainers for each schools Language Arts teachers and will be able to assist the school staff as we start the mapping process	Teachers Administrators	

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Review with all Language Arts teachers at the schools the Language Arts Pacing/ Consensus maps and the individual Skeleton maps and the expectations for mapping the Language Arts curriculum for daily lessons	Teachers Administrators	

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Mapping ALL Language Arts lessons using the Individual Skeleton Maps in the Rubicon/Atlas software		

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Language Arts Curriculum Mapping Review Meeting	Teachers Administrators	

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking Grade Levels K-12</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
All Language Arts teachers will be consistently following the district Pacing/Consensus maps and individually mapping units of instruction in the area of Language Arts instruction.		

Professional Development Activity	Funding	Activity Purpose
<i>Tiers III, IV and V team members will review with all Language Arts teachers the district Pacing/Con</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format

Professional Development Activity	Funding	Activity Purpose
<i>Meet in STPT groups</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format

I. Focused Academic Area: 5-5-3-3 District-Wide Strategies

Professional Development Activity	Funding	Activity Purpose
Staff Training on 5-5-3-3 District-wide Strategies (overview)	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
Powerpoints are provided to administrators and staff to conduct the initial meeting of the strategies. All powerpoints and resources will be located on IPS Online under the Curriculum and Instructional Accountability Division	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
After the initial overview of the 5-5-3-3 District-Wide Strategies, the principal will conduct a training on "List Group Label", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of August with reflections presented during staff meetings.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on "Concept Definition Map", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of September with reflections presented during staff meetings.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on "Associations", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of October with reflections presented during staff meetings.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on "Quickwrite", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of November with reflections presented during staff meetings.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies</i>	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on "Enhancing Descriptive Writing Within the Content", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of December with reflections presented during staff meetings.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies</i>	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on "Making Thinking Visible", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of January with reflections presented during staff meetings.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies</i>	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on "Note-taking and Note-Making", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of February with reflections presented during staff meetings.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies</i>	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on "Questioning", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of March with reflections presented during staff meetings.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies</i>	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on "Summarizing", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of April with reflections presented during staff meetings.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies	Source: District Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The principal will conduct a training on "Discussion", utilizing resources from IPS Online. The staff will utilize this strategy the entire month of May with reflections presented during staff meetings.	Teachers	Presentation/Workshop

L. Early Childhood Transition: Teacher Training for Parent Involvement

Professional Development Activity	Funding	Activity Purpose
How Teachers Get Parents Involved	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Three meetings will focus on educating educators with the assistance of parents, in the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equal partners and building ties between the parent and school.	Teachers Other	

L. Early Childhood Transition: Transition Team

Professional Development Activity	Funding	Activity Purpose
District Kdg. Meetings (Kdg. Teacher Association)	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Kindergarten teachers will participate in the monthly KTA meetings conducted by the District Kdg. coordinator and implement new ideas discussed in their classroom activities.	Teachers	

O. Extended Learning Activities

No professional development activities have been entered on [this strategy's plan](#).
If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

P. Teacher Mentoring Program: Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Introduction to the Charlotte Danielson on-line PD program</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
Administrators, directors, and instructional coaches will receive an overview and training on the Charlotte Danielson on-line PD program, which allows teachers, directors, principals, and/or strategy chairs to see what good instruction looks like according to the IPS Teacher Evaluation Instrument.	Administrators Other	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Domain 2 â Classroom Management</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clip entitled âCreating a Climate of Respect and Rapportâ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handout provided.	Teachers Administrators Other	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Domain 2 - Classroom Management</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
â All participants will review how they used these good teaching practices learned in the previous session. â Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled âOrganizing Physical Spaceâ and âEstablishing A Culture For Learning in the Educational Impact program with the targeted teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators Other	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Domain 2 - Classroom Management</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
â All participants will review how they incorporated these good teaching practices learned in the previous session. â Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled âOrganizing Physical Spaceâ and âCreating a Climate of Respect and Rapportâ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Administrators Other	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Domain 2 - Classroom Management</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
<p>â€ All participants will review how they incorporated these good teaching practices learned in the previous session. â€</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled "Organizing Physical Space" and "Creating a Climate of Respect and Rapport" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Domain 2- Classroom Management</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
<p>*All participants will review how they incorporated these good teaching practices learned in the previous session. *Principals/Directors/Instructional Coaches and/or Strategy Chair will view the following Video clips entitled "Managing Classroom Procedures" and "Managing Student Behavior" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 3- Instruction</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
<p>*Principals/Directors/Instructional Coaches and/or Strategy Chair will view the following Video clips entitled "Communicating with Students" and "Demonstrating Flexibility and Responsiveness" Classroom Procedures" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 3- Instruction</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
<p>*All participants will review how they incorporated these good teaching practices learned in the previous session. *Principals/Directors/Instructional Coaches and/or Strategy Chair will view the following Video clip entitled "Using Questioning and Discussion Techniques" in the Educational Impact program with the teachers and have discussion and mentor the teachers using the handouts provided.</p>	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 3- Instruction</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
*All participants will review how they incorporated these good teaching practices learned in the previous session. *Principals/Directors/ Instructional Coaches and/or Strategy Chair will view the following video clip entitled "Managing Student Behaviors" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 3- Instruction</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
*All participants will review how they incorporated these good teaching practices learned in the previous session. *Principals/ Directors/Instructional Coaches and/or Strategy Chair will view the following Video clip "Using Assessments in Instruction" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 1- Planning and Preparation</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
*Principals/Directors/Instructional coaches and/or Strategy Chair will view the following Video clips entitled "Demonstrating Knowledge of Content and Pedagogy" and "Demonstrating Knowledge Resources" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 1- Planning and Preparation</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
*All participants will review how they incorporated these good teaching practices learned in the previous session. *Principals/Directors/Instructional coaches and/or Strategy Chair will view the following video clips entitled "Demonstrating Knowledge of Students" and "Setting Instructional Outcomes" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 1- Planning and Preparation</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
*All participants will review how they incorporated these good teaching practices learned in the previous session. *Principals/Directors/Instructional coaches and/or Strategy Chair will view the following video clips entitled "Demonstrating Knowledge of Students" and "Setting Instructional Outcomes" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 1- Planning and Preparation</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
*All participants will review how they incorporated these good teaching practices learned in the previous session. *Principals/Directors/Instructional coaches and/or Strategy Chair will view the following video clips entitled "Demonstrating Knowledge of Students" and "Setting Instructional Outcomes" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 4- Professional Responsibilities</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
*Principals/Directors/Instructional Coaches and/or Strategy Chair will view the following video clip entitled "Reflecting on Teaching" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Domain 4- Professional Responsibilities</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
*All participants will review how they incorporated these good teaching practices learned in the previous session. *Principals/Directors/ Instructional coaches and/or Strategy Chair will view the following Video clips entitled "Participating in a Professional Community" and "Growing and Developing Professionally" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	

Professional Development Activity	Funding	Activity Purpose
Domain 4- Professional Responsibilities	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
*All participants will review how they incorporated these good teaching practices learned in the previous session. *Principals/Directors/ Instructional coaches and/or Strategy Chair will view the following Video clips entitled "Maintaining Accurate Records" and "Showing Professionalism" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	

U. Focused Student Group: African American Students

No professional development is needed for this strategy.

U. Focused Student Group: Free-reduced lunch Students

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

U. Focused Student Group: Special Education Students

No professional development is needed for this strategy.

W. Timely Additional Assistance: Remediation Plan

Professional Development Activity	Funding	Activity Purpose
Dibels- SRI- Benchmark Assessments Training	Source: Amount: \$	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
The Reading Coach will provide guidance to teachers on using Dibels, SRI, etc., data in designing classroom instruction.	Teachers	Talk to

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: Teachers do not have adequate feedback tools for instructional decision-making purposes.

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- AA. Teacher Expectation Student Achievement (TESA)
- BB. Administrator Walk-Through
- CC. Predictor and End of Semester Assessments
- DD. Student Graduation Plan

Concern: Instructional practices do not adequately ensure that rigorous content is being taught to all students in a manner that promotes learning for all students.

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

Concern: Teachers need tools to support their instruction of writing using a common language.

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

Required Areas of Concern

A. Parent Involvement (Title I, NCLB)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- DD. Student Graduation Plan
- L. Early Childhood Transition: Transition Team
- A. Parent Involvement: Parent Liaisons

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- DD. Student Graduation Plan
- F. Encourage Rigorous Curriculum: Curriculum Mapping

I. Focused Academic Area (PL221, Title I, NCLB)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- I. Focused Academic Area: 5-5-3-3 District-Wide Strategies

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
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- I. Focused Academic Area: 5-5-3-3 District-Wide Strategies
- 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
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- L. Early Childhood Transition: Transition Team
- L. Early Childhood Transition: Teacher Training for Parent Involvement

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

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

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (NCLB)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (NCLB)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- O. Extended Learning Activities

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math

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

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Teacher Mentoring Program

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (Title I)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math

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

Strategies to Impact This Concern:

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

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Students
- U. Focused Student Group: Free-reduced lunch Students
- U. Focused Student Group: African American Students

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
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- V. Peer Review for SIP

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- All -- Pass ISTEP Math-Computation
- All -- Pass ISTEP Reading Comprehension
- All -- Pass ISTEP Writing Process
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black -- ISTEP Language Arts
- Black -- ISTEP Math
- Free Lunch -- ISTEP Language Arts
- Free Lunch -- ISTEP Math
- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Remediation Plan

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:	Main Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Dibels Reading and Math(Grades K-3) Predictor Tests in ELA, Math, Science, Social Studies (Grades 3-6) End of Semester/End of Year Tests (Grades 3-6) SRI (Grades 4-6) Weekly Math Scrimmages Weekly End of Selection Tests (Scott Foresman)	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	It would be beneficial to wave the dictated times for students block scheduling. For example: Some classes do well with studying Reading in the mornings, while others may do better in the afternoon.	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We are not planning on consolidating programs. Our school needs to continue offering all the possible services we can to our students.	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.

AA. Teacher Expectation Student Achievement (TESA)

Aug , 2009: Conduct Building Level TESA Awareness Session
Person: TESA Strategy Chair
Activity: TESA Building Level Training for TESA Awareness Session

Sep , 2009: Conduct Building Level Training for TESA Workshop #1
Person: TESA Strategy Chair
Activity: TESA Building Level Training for Workshop #1

Oct , 2009: Conduct Building Level Training for TESA Workshop #2
Person: TESA Strategy Chair
Activity: TESA Building Level Training for Workshop #2

Oct 1, 2009: Attend TESA Strategy Chair Meeting
Person: TESA Strategy Chair
Activity: TESA Strategy Chair Meeting

Nov , 2009: Conduct Building Level Training for TESA Workshop #3
Person: TESA Strategy Chair
Activity: TESA Building Level Training for Workshop #3

Dec , 2009: Conduct Building Level Training for TESA Workshop #4
Person: TESA Strategy Chair
Activity: TESA Building Level Training for Workshop #4

Jan , 2010: Conduct Building Level Training for TESA Workshop #5
Person: TESA Strategy Chair
Activity: TESA Building Level Training for Workshop #5

Feb 1, 2010: Attend TESA Strategy Chair Meeting
Person: TESA Strategy Chair
Activity: TESA Strategy Chair Meeting

CC. Predictor and End of Semester Assessments

Aug , 2009: Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Aug 11, 2009: August 2009
Person: Principal
Activity: Meet in STPT meetings to address concerns

Aug 30, 2009: Collect the activities developed and used to address non-mastered indicators
Person: Principal
Activity: Collect first semester/trimester follow up data

Aug 30, 2009: Collect the STPT minutes
Person: Principal
Activity: Collect first semester/trimester follow up data

- Sep , 2009:** Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Sep 11, 2009:** August 2009
Person: Principal
Activity: Meet in STPT meetings to address concerns
- Sep 15, 2009:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom
Person: Principal
Activity: Using predictor and end of semester data to drive instruction
- Sep 30, 2009:** Collect the STPT minutes
Person: Principal
Activity: Collect first semester/trimester follow up data
- Oct , 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators. (Bi-weekly)
Person:
Activity: Identify non-mastered standards and indicators
- Oct , 2009:** Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Oct , 2009:** Develop activities for working with students on intervention activities to address non-mastered indicators (3xs a year)
Person:
Activity: Review Predictor Test results
- Oct 11, 2009:** August 2009
Person: Principal
Activity: Meet in STPT meetings to address concerns
- Oct 30, 2009:** Collect the STPT minutes
Person: Principal
Activity: Collect first semester/trimester follow up data
- Nov , 2009:** Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Nov 11, 2009:** August 2009
Person: Principal
Activity: Meet in STPT meetings to address concerns
- Nov 30, 2009:** Collect the STPT minutes
Person: Principal
Activity: Collect first semester/trimester follow up data
- Dec , 2009:** Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Dec 11, 2009:** August 2009
Person: Principal
Activity: Meet in STPT meetings to address concerns
- Jan , 2010:** Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Jan , 2010: Develop activities and plan for working with students on intervention activities to address non-mastered indicators.
Person:
Activity: Review End of Semester test results

Jan 11, 2010: August 2009
Person: Principal
Activity: Meet in STPT meetings to address concerns

Jan 15, 2010: Collect the activities developed and used to address non-mastered indicators.
Person:
Activity: Collect final semester/trimester follow up data

Jan 15, 2010: Collect the STPT minutes
Person: Principal
Activity: Collect final semester/trimester follow up data

Jan 15, 2010: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom
Person: Principal
Activity: Using predictor and end of semester data to drive instruction

Feb , 2010: Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Feb , 2010: Develop activities and plan for working with students on intervention activities to address non-mastered indicators.
Person:
Activity: Review End of Semester test results

Feb 11, 2010: August 2009
Person: Principal
Activity: Meet in STPT meetings to address concerns

Feb 15, 2010: Collect the STPT minutes
Person: Principal
Activity: Collect final semester/trimester follow up data

Mar , 2010: Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Mar , 2010: Develop activities and plan for working with students on intervention activities to address non-mastered indicators.
Person:
Activity: Review End of Semester test results

Mar 11, 2010: August 2009
Person: Principal
Activity: Meet in STPT meetings to address concerns

Mar 15, 2010: Collect the STPT minutes
Person: Principal
Activity: Collect final semester/trimester follow up data

Apr , 2010: Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Apr , 2010: Develop activities and plan for working with students on intervention activities to address non-mastered indicators.
Person:
Activity: Review End of Semester test results

Apr 11, 2010: August 2009

Person: Principal

Activity: Meet in STPT meetings to address concerns

Apr 15, 2010: Collect the STPT minutes

Person: Principal

Activity: Collect final semester/trimester follow up data

Apr 15, 2010: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom

Person: Principal

Activity: Using predictor and end of semester data to drive instruction

May , 2010: August 2009

Person: Principal

Activity: Meet in STPT meetings to address concerns

May , 2010: Offer encouragement to share their expertise with others

Person:

Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

May , 2010: Develop activities and plan for working with students on intervention activities to address non-mastered indicators.

Person:

Activity: Review End of Semester test results

May 15, 2010: Collect the STPT minutes

Person: Principal

Activity: Collect final semester/trimester follow up data

DD. Student Graduation Plan

Sep , 2009: Attend 6th Grade Graduation Plan meeting

Person: Joan Harrell and Ginger Arvin

Activity: Introduction to the 6th Grade Graduation Plan

Sep 10, 2009: Principal, Media Specialist and Social Worker/Counselor of school with sixth grade students will meet and review the 6th grade graduation materials and resources.

Person: Social Worker

Activity: Review and discuss the 6th grade graduation plan materials and resources

Oct , 2009: Attend Refresher Session on Graduation Plans

Person: Laverne Anderson and Janet Huck (IPS Lead Counselors)

Activity: Graduation Plan Refresher Session

Oct 10, 2009: Principal and/or Social Worker/Counselor will meet with the sixth grade students in a group and introduce to them the graduation plan and explain the steps that will take place through the school year to complete this plan

Person: Social Worker

Activity: Introduce to students the 6th grade graduation plan and its purpose

Nov 10, 2009: Media Specialist, principal or teacher will help students complete either electronically or by paper and pencil a learning styles inventory found on the Learn More Indiana website

Person: Social Worker

Activity: Complete a learning styles Inventory

Dec 10, 2009: Principal and/or Social Worker/Counselor will lead a Parent/Student meeting where they learn the basics of the three different Core 40 diploma options and parent and student pick one as a goal. Parents are to sign this plan

Person: Social Worker

Activity: 6th grade graduation plan Parent / Student meeting

Dec 10, 2009: Media specialist or Social Worker/Counselor or Teacher will help students to complete either electronically or by paper and pencil a career interest inventory found on the Learn More Indiana website

Person: Social Worker

Activity: Complete a career interest inventory

Jan 10, 2010: Social Worker/Counselor will work with parents and students in grades 6th, 7th, & 8th to submit and application for the Twenty-first Century Scholars Gear Up Program

Person: Social Worker

Activity: Apply for Twenty-First Century Scholars Gear Up Program Grant

Jan 10, 2010: Social Worker/Counselor, Parent Liaison or Teacher will contact the parent to set up another time to meet with the parent to go over the graduation plan with parent and the student

Person: Social Worker

Activity: Parents do not attend the 6th grade graduation plan meeting

Feb 10, 2010: Students lead by the teacher and/or Social Worker/Counselor will go over and discuss the activities in the On Track mini magazine

Person: Social Worker

Activity: Read the On Track mini magazine and complete the activities

Mar 10, 2010: Classroom teacher or Social Worker/Counselor will discuss with each student the results of inventories and career profile exploration and how it relates to their possible career interests and develop a career plan on the 6th grade graduation plan document

Person: Social Worker

Activity: Discuss the results of the Learning Styles Inventory, Career Interest Inventory and the Career Profi

Mar 10, 2010: Principal will discuss the non-compliance and proper procedures will be followed so compliance timeline is met by individual

Person: Principal

Activity: Media Specialist or Teacher do not have students complete the inventories

Mar 15, 2010: Social Worker/Counselor and/or Parent Liaison will make contact with the parent and encourage them to apply each year

Person: Social Worker

Activity: Students do not apply for the Twenty-First Century Scholars Gear-Up Program

Apr 10, 2010: Students will complete all the activities and requirements for the grade level graduation plan in which they are currently enrolled

Person: Social Worker

Activity: Complete the graduation plan

Early Childhood Transition

Aug 11, 2009: Prior to the beginning of the school year, have an Open House for new Kdg. students and parents to acclimate child to school...

Person: Kindergarten Teachers/ Administrator

Activity: Student Transition to Elementary School

Sep 30, 2009: Attend monthly District Kdg. Teacher Meetings.

Person: Kdg. Teachers

Activity: District Kdg. Meetings (Kdg. Teacher Association)

Sep 30, 2009: Attend three workshops focusing on Teacher/Parent Partnerships

Person: Linda Hogan, Joan Harrell

Activity: How Teachers Get Parents Involved

Sep 30, 2009: Conduct Monthly Parent Workshops for Preschool parents and Kdg. parents

Person: Parent Liaison/ Kdg. Teachers

Activity: Kdg. Parent Workshops

Oct 30, 2009: Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)

Oct 30, 2009: Schedule two Open Houses for Perspective Parents to visit school
Person: Kindergarten Teachers/ Administrator
Activity: Open House for Perspective Parents

Nov 30, 2009: Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)

Dec 30, 2009: Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)

Jan , 2010: Meet with Head Start/ Even Start etc. organizations to coordinate and integrate parent involvement programs and activities for preschool students.
Person: Kindergarten Teachers/ Administrator
Activity: Program Development

Jan 30, 2010: Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)

Jan 30, 2010: Attend three workshops focusing on Teacher/ Parent Partnerships
Person: Linda Hogan and Joan Harrell
Activity: How Teachers Get Parents Involved

Feb 28, 2010: Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)

Mar , 2010: Attend workshops on Getting Ready for Kindergarten
Person: Parent Liaison/ Kdg. Teachers
Activity: Parent Workshops

Mar 30, 2010: Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)

Apr , 2010: Attend workshops on Getting Ready for Kindergarten.
Person: Parent Liaison/ Kdg. Teachers
Activity: Parent Workshops

Apr 10, 2010: Attend monthly District Kdg. Teacher Meetings
Person: Parent Liaison/ Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)

Apr 30, 2010: Attend three workshops focusing on Teacher/ Parent Partnerships
Person: Linda Hogan and Joan Harrell
Activity: How Teachers Get Parents Involved

Apr 30, 2010: Schedule two Open Houses for Perspective Parents to visit school
Person: Kindergarten Teachers/ Administrator
Activity: Open House for Perspective Parents

May , 2010: Attend workshops on Getting Ready for Kindergarten.
Person: Parent Liaison/ Kdg. Teachers
Activity: Parent Workshops

May 30, 2010: Evaluations at the end of each Kdg. Parent Workshops

Person: Parent Liaison

Activity: Collect and compiled workshop evaluation data

May 30, 2010: Collect the log in of how many perspective kdg. parents participated in activities developed

Person: Parent Liaison/ Kdg. Teachers

Activity: Evaluation

Encourage Rigorous Curriculum

Aug , 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person:

Activity: Meet in STPT groups

Aug , 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person:

Activity: Meet in STPT groups

Aug , 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person:

Activity: Meet in STPT groups

Aug , 2009: During staff development meeting they will review all the components and expectations of mapping for the school year.

Person:

Activity: Tiers III, IV and V team members will review with all Language Arts teachers the district Pacing/Con

Aug 6, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps

Person:

Activity: Map units of Language Arts

Aug 13, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps

Person:

Activity: Map units of Language Arts

Aug 20, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps

Person:

Activity: Map units of Language Arts

Aug 27, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps

Person:

Activity: Map units of Language Arts

Aug 31, 2009: Attend Review Mapping Training at their schools- Tier III, IV, V members.

Person: Principal

Activity: Language Arts Mapping and Talking in Grade Levels K-12

Sep , 2009: Principal will speak to teacher to find out why they are not individually mapping the units in Language Arts

Person:

Activity: Teacher will not complete individual maps for Language Arts in the Rubicon/Atlas System

Sep , 2009: Principal will follow the IPS progressive Discipline steps for the teacher to comply

Person:

Activity: Teachers still are not completing individual maps for Language Arts in the Rubicon Atlas system

Sep 2, 2009: Attend Mapping Training- Tier III Group

Person: Tier III, IV and V Group Members

Activity: Language Arts Mapping and Talking Grade Levels K-12

- Sep 5, 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Sep 12, 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Sep 15, 2009:** % of Language Arts teachers who have followed the district Pacing/Consensus Maps in Language by using the unit skeleton maps to develop their daily instruction strategies.
Person: Shernika Johnson
Activity: Collect baseline data
- Sep 19, 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Sep 26, 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Oct 3, 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Oct 10, 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Oct 17, 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Oct 24, 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Oct 31, 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Nov , 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Nov , 2009:** ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Nov , 2009: ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.

Person: All School Language Arts Teachers

Activity: Language Arts Mapping and Talking Grade Levels K-12

Nov , 2009: ELEMENTARY LEVEL- Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction.

Person: All School Language Arts Teachers

Activity: Language Arts Mapping and Talking Grade Levels K-12

Dec , 2009: First Semester: Teachers will print off one individual map they created during the first semester.

Person:

Activity: First Semester: Teachers will print off one individual map they created during the first semester.

Dec , 2009: Attend Language Arts Mapping Training- Tier III, IV and V group members to review the process and make recommendations for revisions and changes that need to be considered and/or done.

Person: District Curriculum Mapping Director and Members of Tiers III-IV-V group members for Language ARts

Activity: Language Arts Mapping and Talking Grade Levels K-12

Dec 15, 2009: % of Language Arts teachers who have followed the district Pacing/Consensus Maps in Language by using the unit skeleton maps to develop their daily instruction strategies.

Person: Shernika Johnson

Activity: Collect final semester/trimester follow up data

Jan , 2010: All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework

Person: All Language Arts Teachers

Activity: Language Arts Mapping and Talking Grade Levels K-12

May , 2010: Teachers will print off one individual map they created during the second semester

Person:

Activity: Second Semester: Teachers will print off one individual map they created during the second semester

May 15, 2010: % of Language Arts teachers who have followed the district Pacing/Consensus Maps in Language by using the unit skeleton maps to develop their daily instruction strategies.

Person: Shernika Johnson

Activity: Collect first semester/trimester follow up data

Extended Learning Activities

Aug 15, 2009: Principal will make room available as needed for SES tutoring

Person: Julie Bakehorn

Activity: Room scheduling

Dec 15, 2009: Collect and record percentage of teachers whose attitude changes when they see students working to be successful on ISTEP +.

Person: Teresa Lee

Activity: Collect baseline data

Dec 15, 2009: Collect and record percentage of teachers whose attitude changes when they see students working to be successful on ISTEP +.

Person: Teresa Lee

Activity: Collect first semester/trimester follow up data

May 15, 2010: Collect and record percentage of teachers whose attitude changes when they see students working to be successful on ISTEP +.

Person: Teresa Lee

Activity: Collect final semester/trimester follow up data

Focused Academic Area

Aug 30, 2009: Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.

Person: Principal

Activity: Collect baseline data

Aug 30, 2009: Utilize Curriculum & Instruction Materials (power point) to review the 5-5-3-3 District-Wide Strategies. Each month, the principal will focus on one strategy in the Vocabulary and comprehension areas. NOTE: Test Taking Strategies and Writing

Person: Principal

Activity: Staff Training on 5-5-3-3 District-wide Strategies (overview)

Aug 30, 2009: Conduct a training focusing on the Vocabulary Strategy: List Group Label

Person: Principal

Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies

Sep 30, 2009: Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.

Person: Principal

Activity: Collect baseline data

Sep 30, 2009: Conduct a training focusing on the Vocabulary Strategy: Concept Definition Map

Person: Principal

Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies

Oct 30, 2009: Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.

Person: Principal

Activity: Collect baseline data

Oct 31, 2009: Conduct a training focusing on the Vocabulary Strategy: Associations

Person: Principal

Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies

Nov 30, 2009: Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.

Person: Principal

Activity: Collect baseline data

Nov 30, 2009: Conduct a training focusing on the Vocabulary Strategy: Quickwrite

Person: Principal

Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies

Dec 15, 2009: Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.

Person: Principal

Activity: Collect first semester/trimester follow up data

Dec 18, 2009: Conduct a training focusing on the Vocabulary Strategy: Enhancing Descriptive Writing Within the Content

Person: Principal

Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on vocabulary strategies

Dec 30, 2009: Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.

Person: Principal

Activity: Collect baseline data

Jan 30, 2010: Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.

Person: Principal

Activity: Collect baseline data

- Jan 30, 2010:** Conduct a training focusing on the Comprehension Strategy: Making Thinking Visible
Person: Principal
Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies
- Feb 28, 2010:** Conduct a training focusing on the Comprehension Strategy: Note-taking and note-making
Person: Principal
Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies
- Mar 2, 2010:** Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.
Person: Principal
Activity: Collect baseline data
- Mar 30, 2010:** Conduct a training focusing on the Comprehension Strategy: Questioning
Person: Principal
Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies
- Apr 2, 2010:** Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.
Person: Principal
Activity: Collect baseline data
- Apr 30, 2010:** Conduct a training focusing on the Comprehension Strategy: Summarizing
Person: Principal
Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies
- May 2, 2010:** Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.
Person: Principal
Activity: Collect baseline data
- May 25, 2010:** Using meeting sign-in sheets, walkthrough forms, teacher evaluations, and informal observations, teacher implementation will be measured.
Person: Principal
Activity: Collect final semester/trimester follow up data
- May 25, 2010:** Conduct a training focusing on the Comprehension Strategy: Discussion
Person: Principal
Activity: Staff Training on 5-5-3-3 District-wide Strategies: Focus on comprehension strategies

Parent Involvement

- , 0: Attend Parent Liaison meeting with the Title I Facilitator
Person: Principal
Activity: Parent Liaison Professional Development
- , 0: Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I Staff
Activity: Parent Workshops
- , 0: Visits home
Person: Parent Liaison
Activity: Parent Workshops
- Apr 19, 2009:** Attend Parent Liaison meeting with the Title I Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Apr 19, 2009: Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I Staff
Activity: Parent Workshops

Apr 19, 2009: Visits home
Person: Parent Liaison
Activity: Parent Workshops

May 19, 2009: Attend Parent Liaison meeting with the Title I Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

May 19, 2009: Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I Staff
Activity: Parent Workshops

May 19, 2009: Visits home
Person: Parent Liaison
Activity: Parent Workshops

Jun 19, 2009: Attend Parent Liaison meeting with the Title I Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Jun 19, 2009: Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I Staff
Activity: Parent Workshops

Jun 19, 2009: Visits home
Person: Parent Liaison
Activity: Parent Workshops

Jul 19, 2009: Attend Parent Liaison meeting with the Title I Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Jul 19, 2009: Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I Staff
Activity: Parent Workshops

Jul 19, 2009: Visits home
Person: Parent Liaison
Activity: Parent Workshops

Aug 19, 2009: Attend Parent Liaison meeting with the Title I Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Aug 19, 2009: Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I Staff
Activity: Parent Workshops

Aug 19, 2009: Visits home
Person: Parent Liaison
Activity: Parent Workshops

Sep , 2009: Attend Parent Liaison meeting with the Title I Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Sep , 2009: Provide parent liaison with materials, ideas, and instructions for work packet

Person: Title I Staff

Activity: Parent Workshops

Sep , 2009: Visits home

Person: Parent Liaison

Activity: Parent Workshops

Sep 1, 2009: Have a comfortable and inviting place to attend morning, afternoon, and evening sessions, and have a parent room

Person:

Activity: Meeting place and time for parent workshops/meetings

Sep 15, 2009: Parent Liaison will attend all meetings as scheduled.

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

Sep 19, 2009: Attend Parent Liaison meeting with the Title I Facilitator

Person: Principal

Activity: Parent Liaison Professional Development

Sep 19, 2009: Provide parent liaison with materials, ideas, and instructions for work packet

Person: Title I Staff

Activity: Parent Workshops

Sep 19, 2009: Visits home

Person: Parent Liaison

Activity: Parent Workshops

Oct 1, 2009: Have a comfortable and inviting place to attend morning, afternoon, and evening sessions, and have a parent room

Person:

Activity: Meeting place and time for parent workshops/meetings

Oct 15, 2009: Parent Liaison will attend all meetings as scheduled.

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

Oct 19, 2009: Attend Parent Liaison meeting with the Title I Facilitator

Person: Principal

Activity: Parent Liaison Professional Development

Oct 19, 2009: Provide parent liaison with materials, ideas, and instructions for work packet

Person: Title I Staff

Activity: Parent Workshops

Oct 19, 2009: Visits home

Person: Parent Liaison

Activity: Parent Workshops

Nov 1, 2009: Have a comfortable and inviting place to attend morning, afternoon, and evening sessions, and have a parent room

Person:

Activity: Meeting place and time for parent workshops/meetings

Nov 15, 2009: Parent Liaison will attend all meetings as scheduled.

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

Nov 19, 2009: Attend Parent Liaison meeting with the Title I Facilitator

Person: Principal

Activity: Parent Liaison Professional Development

Nov 19, 2009: Provide parent liaison with materials, ideas, and instructions for work packet

Person: Title I Staff

Activity: Parent Workshops

Nov 19, 2009: Visits home

Person: Parent Liaison

Activity: Parent Workshops

Dec 1, 2009: Have a comfortable and inviting place to attend morning, afternoon, and evening sessions, and have a parent room

Person:

Activity: Meeting place and time for parent workshops/meetings

Dec 15, 2009: Parent Liaison will attend all meetings as scheduled.

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

Dec 19, 2009: Attend Parent Liaison meeting with the Title I Facilitator

Person: Principal

Activity: Parent Liaison Professional Development

Dec 19, 2009: Provide parent liaison with materials, ideas, and instructions for work packet

Person: Title I Staff

Activity: Parent Workshops

Dec 19, 2009: Visits home

Person: Parent Liaison

Activity: Parent Workshops

Jan 1, 2010: Have a comfortable and inviting place to attend morning, afternoon, and evening sessions, and have a parent room

Person:

Activity: Meeting place and time for parent workshops/meetings

Jan 15, 2010: Parent Liaison will attend all meetings as scheduled.

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

Jan 19, 2010: Attend Parent Liaison meeting with the Title I Facilitator

Person: Principal

Activity: Parent Liaison Professional Development

Jan 19, 2010: Provide parent liaison with materials, ideas, and instructions for work packet

Person: Title I Staff

Activity: Parent Workshops

Jan 19, 2010: Visits home

Person: Parent Liaison

Activity: Parent Workshops

Feb 1, 2010: Have a comfortable and inviting place to attend morning, afternoon, and evening sessions, and have a parent room

Person:

Activity: Meeting place and time for parent workshops/meetings

Feb 15, 2010: Parent Liaison will attend all meetings as scheduled.

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

Feb 19, 2010: Attend Parent Liaison meeting with the Title I Facilitator

Person: Principal

Activity: Parent Liaison Professional Development

Feb 19, 2010: Provide parent liaison with materials, ideas, and instructions for work packet

Person: Title I Staff

Activity: Parent Workshops

Feb 19, 2010: Visits home

Person: Parent Liaison

Activity: Parent Workshops

Mar 1, 2010: Have a comfortable and inviting place to attend morning, afternoon, and evening sessions, and have a parent room

Person:

Activity: Meeting place and time for parent workshops/meetings

Mar 15, 2010: Parent Liaison will attend all meetings as scheduled.

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

Mar 19, 2010: Attend Parent Liaison meeting with the Title I Facilitator

Person: Principal

Activity: Parent Liaison Professional Development

Mar 19, 2010: Provide parent liaison with materials, ideas, and instructions for work packet

Person: Title I Staff

Activity: Parent Workshops

Mar 19, 2010: Visits home

Person: Parent Liaison

Activity: Parent Workshops

Apr 1, 2010: Have a comfortable and inviting place to attend morning, afternoon, and evening sessions, and have a parent room

Person:

Activity: Meeting place and time for parent workshops/meetings

Apr 15, 2010: Parent Liaison will attend all meetings as scheduled.

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

Apr 19, 2010: Attend Parent Liaison meeting with the Title I Facilitator

Person: Principal

Activity: Parent Liaison Professional Development

Apr 19, 2010: Provide parent liaison with materials, ideas, and instructions for work packet

Person: Title I Staff

Activity: Parent Workshops

Apr 19, 2010: Visits home

Person: Parent Liaison

Activity: Parent Workshops

May 1, 2010: Have a comfortable and inviting place to attend morning, afternoon, and evening sessions, and have a parent room

Person:

Activity: Meeting place and time for parent workshops/meetings

May 15, 2010: Parent Liaison will attend all meetings as scheduled.

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

Teacher Mentoring Program

- Sep 22, 2009:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Sep 27, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/Director
Activity: Targeted staff members who will not attend these sessions.
- Sep 30, 2009:** Attend training for the introduction to the Charlotte Danielson on-line PD program
Person: District Strategy Chair
Activity: Introduction to the Charlotte Danielson on-line PD program
- Oct 1, 2009:** Teachers needing help with classroom management (Domain 2) will be identified during principal/director walk-throughs.
Person: Principal and Director
Activity: Principal/Director Walkthroughs/Focus on Domain 2 (classroom management)
- Oct 9, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.
Person: Administrator/Directors, Instructional Coaches, and/or InSAI chair
Activity: Domain 2 - Classroom Management
- Oct 9, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.
Person: Administrator/Directors, Instructional Coaches, and/or InSAI Chair
Activity: Domain 2 à Classroom Management
- Oct 16, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.
Person: Administrator/Directors, Instructional Coaches, and/or InSAI Chair
Activity: Domain 2 - Classroom Management
- Oct 22, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.
Person: Administrator/Directors, Instructional Coaches, and/or InSAI Chair
Activity: Domain 2 - Classroom Management
- Oct 22, 2009:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Oct 25, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/Director
Activity: Targeted staff members who will not attend these sessions.
- Oct 29, 2009:** Attend Professional Development session on Domain 2- Classroom Management.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 2- Classroom Management
- Nov 6, 2009:** Teachers needing help with Instruction (Domain 3) will be identified during principal/director walk-throughs.
Person: Principal and Director
Activity: Principal/Director Walkthroughs/Focus on Domain 3 (Instruction)
- Nov 13, 2009:** Attend Professional Development session on Domain 3- Instruction
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 3- Instruction
- Nov 20, 2009:** Attend Professional Development session on Domain 3- Instruction
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 3- Instruction

- Nov 22, 2009:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Nov 29, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/Director
Activity: Targeted staff members who will not attend these sessions.
- Dec 11, 2009:** Attend Professional Development session on Domain 3- Instruction
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 3- Instruction
- Dec 22, 2009:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Dec 27, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/Director
Activity: Targeted staff members who will not attend these sessions.
- Jan 15, 2010:** Attend Professional Development session on Domain 3- Instruction
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 3- Instruction
- Jan 22, 2010:** Teachers needing help with Planning and Preparation (Domain 3) will be identified during principal/director walkthroughs.
Person: Principal and Director
Activity: Principal/Director Walkthroughs/Focus on Domain 1 (Planning and Preparation)
- Jan 22, 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Jan 31, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/Director
Activity: Targeted staff members who will not attend these sessions.
- Feb 5, 2010:** Attend Professional Development session on Domain 1- Planning and Preparation
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 1- Planning and Preparation
- Feb 22, 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Feb 26, 2010:** Attend Professional Development session on Domain 1- Planning and Preparation
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 1- Planning and Preparation
- Feb 28, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/Director
Activity: Targeted staff members who will not attend these sessions.
- Mar 12, 2010:** Attend Professional Development session on Domain 1- Planning and Preparation
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 1- Planning and Preparation
- Mar 22, 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to

- Mar 26, 2010:** Attend Professional Development session on Domain 1- Planning and Preparation
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 1- Planning and Preparation
- Mar 28, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/Director
Activity: Targeted staff members who will not attend these sessions.
- Apr , 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/Director
Activity: Targeted staff members who will not attend these sessions.
- Apr 16, 2010:** Teachers needing help with Professional Responsibilities (Domain 4) will be identified during principal/director walk-throughs.
Person: Principal and Director
Activity: Principal/Director Walkthroughs/Focus on Domain 4 (Professional Responsibilities)
- Apr 22, 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Apr 30, 2010:** Attend Professional Development session on Domain 4- Professional Responsibilities
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 4- Professional Responsibilities
- May , 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- May , 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/Director
Activity: Targeted staff members who will not attend these sessions.
- May 14, 2010:** Attend Professional Development session on Domain 4- Professional Responsibilities
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 4- Professional Responsibilities
- May 28, 2010:** Attend Professional Development session on Domain 4- Professional Responsibilities
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 4- Professional Responsibilities

Timely Additional Assistance

- Sep , 2009:** Collect baseline data indicating the number of teachers providing scheduled remediation.
Person: Mary Beltrame
Activity: Collect baseline data
- Sep , 2009:** Give SRI, Dibels, and Benchmarks as scheduled
Person: Mary Beltrame
Activity: Give Assessments and identify students' needs
- Sep , 2009:** Identify students who need remediation as tests are scored.
Person: Mary Beltrame
Activity: Give Assessments and identify students' needs
- Sep , 2009:** Check remediation schedules to insure needs are being met regularly
Person: Mary Beltrame
Activity: Interventions

- Sep , 2009:** Prepare schedules and teachers for remediation
Person: Teachers
Activity: Interventions
- Sep , 2009:** Remediate students who are identified regularly using flexible grouping
Person: Teachers
Activity: Interventions
- Sep , 2009:** Review the online Dibels website, give SRI & Benchmark help, and help teachers identify students' needs regularly throughout the year.
Person: Mary Beltrame
Activity: Testing support
- Sep 10, 2009:** Provide professional development on using Dibels scores data for instructional planning
Person: Mary Beltrame
Activity: Dibels- SRI- Benchmark Assessments Training
- Oct 10, 2009:** Provide professional development on using Dibels scores data for instructional planning
Person: Mary Beltrame
Activity: Dibels- SRI- Benchmark Assessments Training
- Nov 10, 2009:** Provide professional development on using Dibels scores data for instructional planning
Person: Mary Beltrame
Activity: Dibels- SRI- Benchmark Assessments Training
- Dec 10, 2009:** Provide professional development on using Dibels scores data for instructional planning
Person: Mary Beltrame
Activity: Dibels- SRI- Benchmark Assessments Training
- Jan , 2010:** Collect first semester data indicating the number of teachers providing scheduled remediation.
Person: Mary Beltrame
Activity: Collect first semester/trimester follow up data
- Jan 10, 2010:** Provide professional development on using Dibels scores data for instructional planning
Person: Mary Beltrame
Activity: Dibels- SRI- Benchmark Assessments Training
- Feb 10, 2010:** Provide professional development on using Dibels scores data for instructional planning
Person: Mary Beltrame
Activity: Dibels- SRI- Benchmark Assessments Training
- Mar 10, 2010:** Provide professional development on using Dibels scores data for instructional planning
Person: Mary Beltrame
Activity: Dibels- SRI- Benchmark Assessments Training
- Apr 10, 2010:** Provide professional development on using Dibels scores data for instructional planning
Person: Mary Beltrame
Activity: Dibels- SRI- Benchmark Assessments Training
- May 25, 2010:** Collect second semester data indicating the number of teachers providing scheduled remediation.
Person: Mary Beltrame
Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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