

School Improvement Plan - 2010-2011

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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
- Title I - School in Improvement
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Julie Bakehorn - Administrator
- Jamilyn Bertsch - Administrator
- Erin Forsythe - Teacher
- Sharon Harris - Parent/Guardian
- Herrin Malone - Community Representative (Business)
- Jessica O'Conner - Teacher
- Megan Ross - Community Representative
- Deb Siddiqui - School Counselor
- Sue Switzer - Community Representative
- Lauren Walton - Teacher

Strategy Chairs

- Julie Bakehorn
- Mary Beltrame
- Jamilyn Bertsch
- Kira Conlon
- Tiffany Deegan
- Erin Forsythe
- Susan Hall
- Sharon Harris
- Sharon Harris
- Carol McCracken
- Jane Newborn

- Jessica O'Conner
- Deb Siddiqui

Community Council

-
- Julie Bakehorn - Brookside 54 Principal
- Mary Beltrame - Reading First Coach at Brookside
- Elaine Benson - Marion County Health Department
- Jamilyn Bertsch - Asst. Principal at Brookside 54
- Abigail Borders - Community
- Joe Bowling - Community Resource Center
- Sarah Bradbury - Community
- Jean Casmir Hill - East 10th United Methodist Children and Youth Center
- Karen Davis
- Danny Engelhardt
- Chip Gibson - Brookside Neighborhood Association
- Heather Girton - Community- United Way
- Heather Girton
- Neal Gore - Big Brothers Big Sisters of Central Indiana
- Darin Griesey - Community- After School Program Director
- Tracy Heaton - Community Resource
- Martha Hofer - community helper/ IPS employee
- Tammi Hughes - Community
- Kindra Hunckler - Indy Reads
- Brandon Jackson - Community
- Cory Johnson - Kids Church
- Mashariki Jyanza - Community School Coordination
- Herrin Malone - Old National Bank
- Kimberly Mitchell - Parent
- John Moorman - Community Member
- Elizabeth Odle - Community
- Cassie Owens - Brookside Community Church
- Gloria Pearson - Girls INC
- Jeff Reuter - JS Reutz
- Sheila Richardson - Community - School and Boner Center
- Megan Ross - John Boner Center
- Aaron Shelby - Pastor in Brookside Community
- Debbie Strietelmeir - Educational Director/Pastor's wife
- Sue Switzer - Centenary Christian Church/ NESCO
- Mary Tyson - Brookside 54
- Frank Watson - Community at Large
- Leslie Wildauer - Community - Play and Learn
- Leslie Wildauer - Play and Learn
- Meg Williams - Indianapolis Symphony Orchestra- Learning Community
- Michelle Winkelman - Community - Indianapolis Art Center

Vision Statement

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

We believe all students deserve:

We believe that all students deserve to be taught and guided by caring adults who model positive social skills and insist on high expectations and success for them. Our school will provide a variety of learning experiences in the school and the community using different resources including positive role models. Every student who needs extra help and time to experience growth and success deserves to be provided with resources to help meet their needs. Students should be praised when they are doing something positive and valued for who they are. Each student is entitled to feeling safe in their home, school and community. Every student 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. To ensure that all students learn, employees provide a safe, clean, secure and challenging environment. Students come first and all employees are responsible for students' success in achieving and meeting state standards. Teachers believe that each student 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 and 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 student'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. All adults in the community have a sense of urgency and a willingness to participate in children's lives. 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 enthusiastic about coming to school and experience success. All students are highly engaged and motivated in their learning. Students feel a sense of family and are comfortable participating in all activities, including small group work and whole group instruction. There is increased creativity in this environment. Students demonstrate mastery of the state standards through various assessments. Students respect school as a work place and come ready to work and learn everyday. All students accept challenges, show motivation and use problem solving skills. Students have a better understanding of roles in society and the importance of working together. 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

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

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

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

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

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

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

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

All - Pass ISTEP Reading Comprehension

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	67%	64%	53%	60%		65%		75%		80%		100%

All - Pass ISTEP Writing Process

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
59%	62%	63%	55%	60%		70%		75%		80%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57%	65.8%	60%	53%	65%		70%		75%		80%		100%

Black - ISTEP Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
56%	60%	60%	48%	55%		65%		75%		80%		100%

Black - ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
56%	62%	65%	56%	60%		65%		75%		80%		100%

Free Lunch - ISTEP Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
56%	62%	60%	60%	65%		70%		75%		80%		100%

Free Lunch - ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	63%	59%	53%	60%		65%		75%		80%		100%

Special Education - ISTEP Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
37%	46%	41%	29%	40%		47%		55%		60%		100%

Special Education - ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
49%	83%	53%	50%	55%		60%		65%		70%		100%

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

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

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

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

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

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

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

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

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

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

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

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

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

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

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

We are concerned that... Students need Timely Additional Assistance

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

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

We are concerned that... Timely Additional Assistance

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

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

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

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

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Administrator Walkthrough

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

Impact Level: High Impact - Inside

Focus: General

Benchmark & End of Semester Assessments

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

Impact Level: High Impact - Inside

Focus: Specific

Cultural Competency

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

Impact Level: High Impact - Inside

Focus: General

Student Graduation Plan

The school will develop and require a Graduation Plan for students in grade 6 that will result in the Core 40 Diploma.

Impact Level: High Impact - Outside

Focus: General

Teacher Expectations and Student Achievement (TESA)

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

Impact Level: High Impact - Inside

Focus: General

Timely Additional Assistance

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

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

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

Parent Liaisons will conduct two academic workshops per month for parents. During the workshops, the parent liaisons will: 1) present strategies that parents can use at home to help their child learn, 2) provide parents with materials that the parents can use at home to support learning, such as flash cards and learning games, and 3) make parents aware of resources in the community that support student learning.

Impact Level: High Impact - Outside

Focus: Specific

A. Parent Involvement: Parent Liaison - Home Visits

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

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Parent-in-Touch Day

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

Impact Level: High Impact - Outside

Focus: General

B. Educator Training for Parent Involvement

After district trainings, the parent liaison will educate staff by sharing information regarding communicating and working with parents. This will be done during staff meetings and/or through email.

Impact Level: High Impact - Inside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

Communicate with Head Start, Early Reading First and local preschools regarding school events including parent trainings, family nights, spring Kindergarten Round-up and special programs, This will be accomplished by sending a calendar and flyers to these facilities when necessary.

Impact Level: High Impact - Outside

Focus: General

D. Curriculum Mapping

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

Impact Level: High Impact - Inside

Focus: Specific

E. Parent Information Resource Center Website

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

Impact Level: High Impact - Outside

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Mapping

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

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Balanced Literacy Plan

Teachers will implement the district's balanced literacy plan during their reading block.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

The principal will maintain a list of all teachers in the building that shows 1) whether or not each teacher holds a valid Indiana teaching license, and 2) the method each teacher has used to demonstrate subject matter knowledge,(PRAXIS, NTE, HOUSSE, CAS). The principal will only interview highly qualified teachers for openings that exist in the school.

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

The IPS Human Resources Department implements strategies each year on behalf of the schools to attract highly qualified teachers to our district. The school will support this by 1) assisting the IPS Human Resources Department as requested in their effort to attract highly qualified teachers, 2) verifying that all teachers on the list of teacher candidates provided by the IPS Human Resources Department are highly qualified, and 3) interviewing only highly qualified teachers from the list provided.

Impact Level: High Impact - Inside

Focus: General

L. Early Childhood Transition: Transition Team

As planned by the Transition Planning Team comprised of representatives of our school and area preschool programs, will offer Play and Learn on Mondays, as well implementing a jointly developed plan to help promote a smooth transition to Kindergarten. August-May.

Impact Level: High Impact - Outside

Focus: Specific

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.

Impact Level: High Impact - Inside

Focus: General

N. Parent Notice - School in Improvement

The school will verify that the IPS District has sent notice to all parents stating that the school is in "school improvement" and listing the specific responsibilities of the school, local education agency (LEA) and state education agency (SEA).

Impact Level: High Impact - Outside

Focus: Specific

O. Extended Learning Activities

The school will participate in the after school tutoring program provided through IPS Title I Supplemental Educational Services and/or by the individual schools.

Impact Level: High Impact - Outside

Focus: General

P. Teacher Mentoring Program

All teachers will participate in instructional mentoring provided by the district directors, principals and/or the instructional coaches throughout the school year.

Impact Level: High Impact - Outside

Focus: General

Q. School-Parent Involvement Policy

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

Impact Level: High Impact - Outside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

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

Impact Level: High Impact - Inside

Focus: General

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

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

Impact Level: High Impact - Inside

Focus: General

S. School-Parent Compact

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

Impact Level: High Impact - Outside

Focus: General

T. Annual Parent Meeting

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

Impact Level: High Impact - Outside

Focus: General

U. Focused Student Group: Black Students

Teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for black students whose score indicates yellow grouping on Dibels, SRI, Predictor Assessments, and End of Semester Assessments. Teachers will schedule an additional 40-60 minutes intervention/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.

Impact Level: High Impact - Inside

Focus: Specific

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

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 intervention/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.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education Student Group

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 intervention/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.

Impact Level: High Impact - Inside

Focus: Specific

V. Peer Review for SIP

The school will send a copy of its School Improvement Plan to the IPS District Directors for a peer review. The directors will evaluate the quality of the plan and make suggestions for revision related to the NCLB statutory components as needed. The school will place a copy of the director's evaluation in the School Improvement Plan.

Impact Level: Low Impact

Focus: Specific

Strategy Data

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

The impact of the strategies will be determined through the analysis of Achievement Data and Force Field Data only.

To-Do List

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

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

Administrator Walkthrough

Jun 9, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Jul 9, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Jul 9, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Aug 9, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Aug 9, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Sep 9, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Sep 9, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Oct 9, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Oct 9, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Nov 9, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Nov 9, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Dec 9, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Dec 9, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Jan 9, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Jan 9, 2011: Weekly Administrator Walkthroughs **Person:** Principal
Feb 9, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Feb 9, 2011: Weekly Administrator Walkthroughs **Person:** Principal
Mar 9, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Mar 9, 2011: Weekly Administrator Walkthroughs **Person:** Principal
Apr 9, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Apr 9, 2011: Weekly Administrator Walkthroughs **Person:** Principal
May 9, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
May 9, 2011: Weekly Administrator Walkthroughs **Person:** Principal

Benchmark & End of Semester Assessments

Aug 13, 2010: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson
Aug 13, 2010: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal
Aug 13, 2010: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher
Aug 13, 2010: Use diagnostic data to drive instruction **Person:** Principal
Sep 13, 2010: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson
Sep 13, 2010: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal
Sep 13, 2010: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher
Sep 13, 2010: Use diagnostic data to drive instruction **Person:** Principal
Oct , 2010: Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #1 test results **Person:** Teacher
Oct 13, 2010: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson
Oct 13, 2010: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal
Oct 13, 2010: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher
Oct 13, 2010: Use diagnostic data to drive instruction **Person:** Principal
Nov 13, 2010: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Nov 13, 2010: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal

Nov 13, 2010: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Nov 13, 2010: Use diagnostic data to drive instruction **Person:** Principal

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

Dec 13, 2010: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Dec 13, 2010: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal

Dec 13, 2010: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Dec 13, 2010: Use diagnostic data to drive instruction **Person:** Principal

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

Jan 13, 2011: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Jan 13, 2011: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal

Jan 13, 2011: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Jan 13, 2011: Use diagnostic data to drive instruction **Person:** Principal

Feb 13, 2011: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Feb 13, 2011: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal

Feb 13, 2011: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Feb 13, 2011: Use diagnostic data to drive instruction **Person:** Principal

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

Mar 13, 2011: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Mar 13, 2011: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal

Mar 13, 2011: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Mar 13, 2011: Use diagnostic data to drive instruction **Person:** Principal

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

Apr 13, 2011: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson

Apr 13, 2011: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal

Apr 13, 2011: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Apr 13, 2011: Use diagnostic data to drive instruction **Person:** Principal

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

May 13, 2011: Collect STPT/ PLC minutes to document plans generated to move student achievement and monitor student growth. **Person:** Strategy Chairperson

May 13, 2011: Encourage all staff collaborate, share and participate in the STPT/ PLC meetings. **Person:** Principal

May 13, 2011: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

May 13, 2011: Use diagnostic data to drive instruction **Person:** Principal

Cultural Competency

May , 2010: DEVELOP A DISTRICT-WIDE SELF **Person:** OME C & I IT

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

Jun , 2010: Build capacity to reflect a district that values cultural competence. This new process is based on the IPS Board Policy, IN law- HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as **Person:** Office of Multicultural Education

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

Jun , 2010: Use OME evaluation procedure to assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** OME/ IUPUI AA Male Equity Project C & I

Aug , 2010: . BUILD CAPACITY TO REFLECT A **Person:**

Aug , 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** Strategy Chairperson, OME

Aug , 2010: 14. Incorporate instruction that values the **Person:** Teachers

Aug , 2010: 16. Incorporate The Historic Journey DVD **Person:** OME Principals

Aug , 2010: 17. EVALUATE IMPLEMENTATION OF **Person:** Principal

Aug , 2010: 18. Intentionally build, develop and sustain a **Person:** Principal
Aug , 2010: 19. Principals will serve as transformational **Person:** Principal
Aug , 2010: 22. Fifteen (15) minutes of staff meetings **Person:** principal
Aug , 2010: 22. Use (based on disaggregated data â **Person:** Principal, Teachers
Aug , 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** Teachers, Principal
Aug , 2010: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** Media Specialist
Aug , 2010: 27. Fifteen (15) minutes of staff meetings **Person:** principals
Aug , 2010: 29. GRADE 4 â VISIT THE CRISPUS **Person:** principal
Aug , 2010: Attend a workshop presentation on the **Person:** Principal
Aug , 2010: CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C & I
Aug , 2010: IDENTIFY AND IMPLEMENT EFFECTIVE **Person:** Principal, Teachers
Aug 2, 2010: BUILD AWARENESS OF **Person:** OME C & I
Sep , 2010: 25. Teachers hold monthly study circles as a **Person:** Principal, Teachers
Sep , 2010: 34. PARTICIPATE IN THE MEDIA **Person:** principal
Sep , 2010: PROVIDE TRAINING IN THE USE OF THE **Person:** OME
Sep , 2010: Staff members will attend a workshop to **Person:** OME Principals
Oct , 2010: 11. All certified staff to take the Intercultural Development Inventory (IDI) instrument that measures a group and /or individualâs cultural competency level. **Person:** OME C & I
Oct , 2010: 35. Create a Community Council composed of **Person:** principal, parent liaisons, teachers
Oct , 2010: CREATE A YOUTH COUNCIL **Person:** principal
Dec , 2010: 20. Develop a SCHOOL-wide Cultural **Person:** Teachers, Principals
Jan , 2011: 31. PARTICIPATE BY VIEWING THE MLK **Person:** principal
Feb , 2011: 32. SELECT REPRESENTATIVES TO **Person:** principal and students
Mar , 2011: 10. USE CULTURALLY COMPETENCY **Person:** Strategy Chairperson
Apr , 2011: 28. REPRESENTATIVES ATTEND IPS **Person:** principal
May , 2011: 33. Prepare an exhibit with artifacts related to **Person:** principals
May , 2011: GRADES 5/6 â VISIT CROWN HILL **Person:** principals

Early Childhood Transition

Aug , 2010: Transition Planning team will meet quarterly to assess needs of preschool programs and develop transition activities and support for parents. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Aug 30, 2010: Administrator, parent liaison, and kindergarten teachers will work with the Transition Planning Team to prepare and distribute skill-readiness information to preschools and churches in the neighborhood. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Aug 30, 2010: Kindergarten round-up events planned and held to register students, provide shots, and provide information about our school and kindergarten program. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Sep 3, 2010: Transition Planning team will meet quarterly to assess needs of preschool programs and develop transition activities and support for parents. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Sep 30, 2010: Administrator, parent liaison, and kindergarten teachers will work with the Transition Planning Team to prepare and distribute skill-readiness information to preschools and churches in the neighborhood. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Sep 30, 2010: Kindergarten round-up events planned and held to register students, provide shots, and provide information about our school and kindergarten program. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Oct 30, 2010: Administrator, parent liaison, and kindergarten teachers will work with the Transition Planning Team to prepare and distribute skill-readiness information to preschools and churches in the neighborhood. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Oct 30, 2010: Kindergarten round-up events planned and held to register students, provide shots, and provide information about our school and kindergarten program. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Nov 5, 2010: Transition Planning team will meet quarterly to assess needs of preschool programs and develop transition activities and support for parents. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Nov 30, 2010: Administrator, parent liaison, and kindergarten teachers will work with the Transition Planning Team to prepare and distribute skill-readiness information to preschools and churches in the neighborhood. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Nov 30, 2010: Kindergarten round-up events planned and held to register students, provide shots, and provide information about our school and kindergarten program. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator
Dec 30, 2010: Administrator, parent liaison, and kindergarten teachers will work with the Transition Planning Team to prepare and distribute skill-readiness information to preschools and churches in the neighborhood. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Dec 30, 2010: Kindergarten round-up events planned and held to register students, provide shots, and provide information about our school and kindergarten program. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Jan 7, 2011: Transition Planning team will meet quarterly to assess needs of preschool programs and develop transition activities and support for parents. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Jan 30, 2011: Administrator, parent liaison, and kindergarten teachers will work with the Transition Planning Team to prepare and distribute skill-readiness information to preschools and churches in the neighborhood. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Jan 30, 2011: Kindergarten round-up events planned and held to register students, provide shots, and provide information about our school and kindergarten program. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Mar 2, 2011: Administrator, parent liaison, and kindergarten teachers will work with the Transition Planning Team to prepare and distribute skill-readiness information to preschools and churches in the neighborhood. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Mar 2, 2011: Kindergarten round-up events planned and held to register students, provide shots, and provide information about our school and kindergarten program. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Mar 11, 2011: Transition Planning team will meet quarterly to assess needs of preschool programs and develop transition activities and support for parents. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Apr 2, 2011: Administrator, parent liaison, and kindergarten teachers will work with the Transition Planning Team to prepare and distribute skill-readiness information to preschools and churches in the neighborhood. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Apr 2, 2011: Kindergarten round-up events planned and held to register students, provide shots, and provide information about our school and kindergarten program. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

May 2, 2011: Administrator, parent liaison, and kindergarten teachers will work with the Transition Planning Team to prepare and distribute skill-readiness information to preschools and churches in the neighborhood. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

May 2, 2011: Kindergarten round-up events planned and held to register students, provide shots, and provide information about our school and kindergarten program. **Person:** Principal, Parent Liaison, Kdg. teachers, Community Coordinator

Encourage Rigorous Curriculum

Aug 26, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** principal

Sep , 2010: Content Area Curriculum Map Workshops **Person:** selected teachers

Sep , 2010: Visual Arts Curriculum Map Training **Person:** visual arts teachers

Sep 1, 2010: Voluntary Mapping Workshops **Person:** volunteer teachers

Sep 26, 2010: Content Area Curriculum Map Workshops **Person:** selected teachers

Sep 26, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** principal

Sep 26, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** principal

Sep 26, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** principal

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

Oct 1, 2010: Voluntary Mapping Workshops **Person:** volunteer teachers

Oct 31, 2010: Content Area Curriculum Map Workshops **Person:** selected teachers

Oct 31, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** principal

Oct 31, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** principal

Oct 31, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** principal

Nov , 2010: Vocal Music Curriculum Map Training **Person:** Vocal Music Teacher

Nov 1, 2010: Voluntary Mapping Workshops **Person:** volunteer teachers

Nov 28, 2010: Content Area Curriculum Map Workshops **Person:** selected teachers

Nov 28, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** principal

Nov 28, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** principal

Nov 28, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** principal

Dec 1, 2010: Voluntary Mapping Workshops **Person:** volunteer teachers

Dec 26, 2010: Content Area Curriculum Map Workshops **Person:** selected teachers

Dec 26, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** principal

Dec 26, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** principal

Jan 1, 2011: Voluntary Mapping Workshops **Person:** volunteer teachers

Jan 30, 2011: Content Area Curriculum Map Workshops **Person:** selected teachers

Jan 30, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** principal

Jan 30, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** principal

Jan 30, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** principal

Feb 1, 2011: Voluntary Mapping Workshops **Person:** volunteer teachers

Feb 27, 2011: Content Area Curriculum Map Workshops **Person:** selected teachers

Feb 27, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** principal

Feb 27, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** principal

Feb 27, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** principal

Mar 1, 2011: Voluntary Mapping Workshops **Person:** volunteer teachers

Mar 27, 2011: Content Area Curriculum Map Workshops **Person:** selected teachers

Mar 27, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** principal

Mar 27, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** principal

Mar 27, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** principal

Apr 1, 2011: Voluntary Mapping Workshops **Person:** volunteer teachers

Apr 26, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** principal

Apr 27, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** principal

Apr 27, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** principal

May 1, 2011: Voluntary Mapping Workshops **Person:** volunteer teachers

Extended Learning Activities

Aug , 2010: SES tutoring **Person:** SES office, Principal

Aug 30, 2010: The Community Coordinator will reach out to the community to find enrichment programs for our extended day programs. **Person:** Community Coordinator

Sep 30, 2010: The Community Coordinator will reach out to the community to find enrichment programs for our extended day programs. **Person:** Community Coordinator

Oct 30, 2010: The Community Coordinator will reach out to the community to find enrichment programs for our extended day programs. **Person:** Community Coordinator

Nov 30, 2010: The Community Coordinator will reach out to the community to find enrichment programs for our extended day programs. **Person:** Community Coordinator

Dec 30, 2010: The Community Coordinator will reach out to the community to find enrichment programs for our extended day programs. **Person:** Community Coordinator

Jan 30, 2011: The Community Coordinator will reach out to the community to find enrichment programs for our extended day programs. **Person:** Community Coordinator

Mar 2, 2011: The Community Coordinator will reach out to the community to find enrichment programs for our extended day programs. **Person:** Community Coordinator

Apr 2, 2011: The Community Coordinator will reach out to the community to find enrichment programs for our extended day programs. **Person:** Community Coordinator

Focused Academic Area

Jul , 2010: Attend Initial balanced literacy training **Person:** Teachers

Jul , 2010: Plan balanced literacy reading and writing workshop **Person:** Teachers

Jul , 2010: Visit a balance literacy model classroom. **Person:** Teachers

Aug 1, 2010: Implement the Balanced Literacy Plan **Person:** Teachers

Sep , 2010: Implement intervention plans for teachers needing additional professional development. **Person:** Principals

Sep 1, 2010: Observe implementation of the Balanced Literacy plan **Person:** Strategy Chair (principal)

Sep 13, 2010: Attend English/ Language Arts Workshop 1 **Person:** Grade 6 literacy teachers

Sep 14, 2010: Attend English/Language Arts Workshop 1 **Person:** Grade 6 Literacy teachers

Sep 20, 2010: Attend English/ Language Arts Workshop 1 **Person:** Grade 5 Literacy teachers

Sep 21, 2010: Attend English/ Language Arts Workshop 1 **Person:** Grade 5 Literacy teachers

Oct 1, 2010: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach of Differentiated accountability coach

Oct 1, 2010: Observe (formally and informally) the Balanced Literacy plan **Person:** Principals

Oct 4, 2010: Attend English/ Language Arts Workshop **Person:** Grade 4 Literacy teachers

Oct 5, 2010: Attend English/ Language Arts Workshop 1 **Person:** Grade 4 Literacy teachers

Nov 1, 2010: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach of Differentiated accountability coach

Dec 1, 2010: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach of Differentiated accountability coach

Jan 1, 2011: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach of Differentiated accountability coach

Jan 4, 2011: Attend English/ Language Arts Workshop 2 **Person:** Grade 6 Literacy teachers

Jan 5, 2011: Attend English/ Language Arts Workshop 2 **Person:** Grade 6 Literacy teachers

Jan 10, 2011: Attend English/ Language Arts Workshop 2 **Person:** Grade 5 Literacy teachers

Jan 11, 2011: Attend English/ Language Arts Workshop 2 **Person:** Grade 5 Literacy teachers

Jan 18, 2011: Attend English/ Language Arts Workshop 2 **Person:** Grade 4 Literacy teachers

Jan 19, 2011: Attend English / Language Arts Workshop 2 **Person:** Grade 6 Literacy teachers

Feb 1, 2011: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach of Differentiated accountability coach

Mar 1, 2011: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach of Differentiated accountability coach

Apr 1, 2011: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach of Differentiated accountability coach

May 1, 2011: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach of Differentiated accountability coach

Focused Student Group

Apr , 2010: Collect baseline data: Percentage of teachers who utilized the minute intervention block to remediate students in the African American group who are not at benchmark on assessments. **Person:** principal

Apr , 2010: Collect baseline data: Percentage of teachers who utilized the minute intervention block to remediate students in the free and reduced lunch group who are not at benchmark on assessments. **Person:** principal

Apr , 2010: Collect baseline data: Percentage of teachers who utilized the minute intervention block to remediate students in the special education group who are not at benchmark on assessments. **Person:** principal

May 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Jun 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Jun 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Jul 2, 2010: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** principal

Jul 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Jul 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Aug , 2010: Administrator will work with special education, Title I and special area teachers to develop a master schedule that assures that students can be effectively serviced in small groups during intervention blocks at each grade level. **Person:** principal

Aug , 2010: Administrator will work with special education, Title I and special area teachers to develop a master schedule that assures that students can be effectively serviced in small groups during intervention blocks at each grade level. **Person:** principal

Aug , 2010: Administrator will work with special education, Title I and special area teachers to develop a master schedule that assures that students can be effectively serviced in small groups during intervention blocks at each grade level. **Person:** principal

Aug , 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Aug , 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Aug 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Aug 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Aug 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Aug 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Aug 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Aug 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Sep 3, 2010: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** principal

Sep 3, 2010: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** principal and Title I teachers

Sep 3, 2010: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** Title I teachers and principal

Sep 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Sep 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Sep 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Sep 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Sep 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Sep 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Oct 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Oct 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Oct 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Oct 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Oct 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Oct 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Nov , 2010: Collect fall data: Percentage of teachers who utilized the minute intervention block to remediate students in the African American group who are not at benchmark on assessments. **Person:** principal

Nov , 2010: Collect fall data: Percentage of teachers who utilized the minute intervention block to remediate students in the free and reduced lunch group who are not at benchmark on assessments **Person:** principal

Nov , 2010: Collect fall data: Percentage of teachers who utilized the minute intervention block to remediate students in the special education group who are not at benchmark on assessments **Person:** principal

Nov 5, 2010: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** principal

Nov 5, 2010: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** principal and Title I teachers

Nov 5, 2010: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** Title I teachers and principal

Nov 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Nov 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Nov 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Nov 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Nov 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Nov 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Dec 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Dec 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Dec 30, 2010: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Dec 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Dec 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Dec 30, 2010: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Jan 7, 2011: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** principal

Jan 7, 2011: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** principal and Title I teachers

Jan 7, 2011: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** Title I teachers and principal

Jan 30, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Jan 30, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Jan 30, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Jan 30, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Jan 30, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Jan 30, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Mar 2, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Mar 2, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Mar 2, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Mar 2, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Mar 2, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Mar 2, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Mar 2, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Mar 7, 2011: During each grading period, Title I teachers will work with homeroom and special education teachers to assign students to intervention groups at each grade level based on studentsâ progress on assignments. **Person:** principal and Title I teachers

Apr 2, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Apr 2, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Apr 2, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

Apr 2, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Apr 2, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Apr 2, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

Apr 2, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal and teachers

May 2, 2011: Intervention strategies will be discussed each month in STPT. **Person:** principal and teachers

May 2, 2011: Teachers will provide differentiated instruction to small groups of students during 30 minute intervention blocks each day. **Person:** principal

Jun , 2011: Collect spring data: Percentage of teachers who utilized the minute intervention block to remediate students in the African American group who are not at benchmark on assessments. **Person:** principal

Jun , 2011: Collect spring data: Percentage of teachers who utilized the minute intervention block to remediate students in the free and reduced lunch group who are not at benchmark on assessments. **Person:** principal

Jun , 2011: Collect spring data: Percentage of teachers who utilized the minute intervention block to remediate students in the special education group who are not at benchmark on assessments. **Person:** principal

Parent Involvement

Aug , 2010: Administrator will provide teachers with information about partnering with the parent liaison to conduct home visits to address students' academic needs. **Person:** principal

Aug 30, 2010: Parent Liaison will make at least 10 home visits each month and document visits in a report for the district and administrator. **Person:** parent liaison

Sep 30, 2010: Parent Liaison will make at least 10 home visits each month and document visits in a report for the district and administrator. **Person:** parent liaison

Oct 30, 2010: Parent Liaison will make at least 10 home visits each month and document visits in a report for the district and administrator. **Person:** parent liaison

Nov 30, 2010: Parent Liaison will make at least 10 home visits each month and document visits in a report for the district and administrator. **Person:** parent liaison

Dec 30, 2010: Parent Liaison will make at least 10 home visits each month and document visits in a report for the district and administrator. **Person:** parent liaison

Jan 30, 2011: Parent Liaison will make at least 10 home visits each month and document visits in a report for the district and administrator. **Person:** parent liaison

Mar 2, 2011: Parent Liaison will make at least 10 home visits each month and document visits in a report for the district and administrator. **Person:** parent liaison

Apr 2, 2011: Parent Liaison will make at least 10 home visits each month and document visits in a report for the district and administrator. **Person:** parent liaison

May 2, 2011: Parent Liaison will make at least 10 home visits each month and document visits in a report for the district and administrator. **Person:** parent liaison

Student Graduation Plan

Aug 9, 2010: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Sep , 2010: Graduation Plan: Grade 6 Training **Person:** Strategy chair

Sep , 2010: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** Strategy Chair

Sep 9, 2010: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Oct , 2010: Graduation Plan- 6th Grade Student Introduction **Person:** Strategy chair

Oct , 2010: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Oct , 2010: Graduation Plan: 7-12 Refresher Training **Person:** Strategy Chair

Oct 9, 2010: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Nov , 2010: Learning Styles Inventory (6th grade) **Person:** Strategy chair

Nov 9, 2010: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Dec , 2010: Career Interest Inventory (6th grade) **Person:** Strategy chair

Dec , 2010: Graduation Plan- Online Activiy Checklist **Person:** Strategy Chair

Dec 9, 2010: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Jan , 2011: 21st Century Scholars Application (grades 6-8) **Person:** Strategy Chair

Jan 9, 2011: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Feb 9, 2011: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Mar , 2011: Parent Contacts: Students who have not applies for the 21st Century Scholars Program **Person:** Counselor/ Social Worker

Mar , 2011: Principal Discussion with Social Worker not engaging in Graduation Plan activities **Person:** Principal

Mar , 2011: Student Meetings: Graduation Plan Discussions **Person:** Strategy Chair

Mar 9, 2011: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Apr , 2011: Graduation Plan: Student Completion **Person:** Strategy Chair

Apr 9, 2011: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

May 9, 2011: Graduation Plan- Insert Form Completion (grades 7-12) **Person:** Strategy Chair

Teacher Expectations and Student Achievement (TESA)

Aug , 2010: Administator Observation **Person:** Principal

Aug , 2010: TESA - Peer Observation Review - Workshop 1 **Person:** Strategy Chair

Aug , 2010: TESA Building Level Training - Awareness **Person:** Strategy Chair

Aug , 2010: TESA Building Level Training- Workshop 1 **Person:** Strategy Chair

Aug , 2010: TESA Strategy Chair Meeting 1 **Person:** Strategy Chair

Aug 13, 2010: Administator Observation **Person:** Principal

Sep , 2010: TESA - Peer Observation Review - Workshop 1 **Person:** Strategy Chair

Sep , 2010: TESA Building Level Training - Workshop 2 **Person:** Strategy Chair

Sep 13, 2010: Administator Observation **Person:** Principal

Oct , 2010: TESA - Peer Observation Review - Workshop 1 **Person:** Strategy Chair

Oct , 2010: TESA Building Level Training - Workshop 3 **Person:**

Oct 13, 2010: Administator Observation **Person:** Principal

Nov , 2010: TESA - Peer Observation Review - Workshop 1 **Person:** Strategy Chair

Nov , 2010: TESA Building Level Training - Workshop 4 **Person:** Strategy Chair

Nov 13, 2010: Administator Observation **Person:** Principal

Dec , 2010: Building Level Training - Workshop 5 **Person:** Strategy Chair

Dec , 2010: TESA - Peer Observation Review - Workshop 1 **Person:** Strategy Chair

Dec 13, 2010: Administator Observation **Person:** Principal

Jan 13, 2011: Administator Observation **Person:** Principal

Feb , 2011: TESA Strategy Chair Meeting 2 **Person:** Strategy Chair

Feb 13, 2011: Administator Observation **Person:** Principal

Mar 13, 2011: Administator Observation **Person:** Principal

Apr 13, 2011: Administator Observation **Person:** Principal

May 13, 2011: Administator Observation **Person:** Principal

Teacher Mentoring Program

Aug 18, 2010: Administrator Training- Teacher Evaluation System **Person:** Principal

Sep , 2010: Identification of Teachers Needing Extra Help in Domain 2 (Classroom Management) - Principal Walkthrough
Person: Principal

Sep , 2010: IPS Progressive Discipline - Teachers not engaged in mentoring **Person:** Principal

Sep , 2010: Teacher discussions: Teachers not engaged in mentoring **Person:** Principal

Sep , 2010: Teacher Mentoring Workshop- Domain 2, Session 1 (Managing Student Behaviors Workshop) **Person:** Strategy Chair

Sep 15, 2010: Teacher Training- Teacher Evaluation System **Person:** Strategy Chair

Oct , 2010: Identification of Teachers Needing Extra Help in Domain 3 (Instructional Strategies) **Person:** Principal

Oct , 2010: Teacher Mentoring Workshop- Domain 2, Session2 (Managing Classroom Procedures / Establishing a Culture of Learning) **Person:** Strategy Chair

Nov , 2010: Teacher Mentoring Workshop - Domain 4 (Professional Responsibilities) **Person:** Strategy Chair

Nov , 2010: Teacher Mentoring Workshop- Domain 2, Session 3 (Creating an Environment of Respect and Rapport/ Organizing Physical Space) **Person:** Strategy Chair

Nov , 2010: Teacher Mentoring Workshop- Domain 3 Session 3 (Communicating with students/ Demonstrating Flexibility and Responsiveness) **Person:** Strategy Chair

Nov , 2010: Teacher Mentoring Workshop- Domain 3, Session 1 (Student Engagement) **Person:** Strategy Chair

Dec , 2010: Identification of Teachers Needing Extra Help in Domain 4 (Professional Responsibilities) **Person:** Principal

Jan , 2011: Teacher Mentoring Workshop- Domain 3, Session 2 (Using Assessment in Instruction/ Usign Questioning and Discussion Techniques) **Person:** Strategy Chair

Timely Additional Assistance

Apr 1, 2010: Collect baseline data: % of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data War **Person:**

Jul 30, 2010: Data analysis and intervention group support. **Person:** Principal

Aug 3, 2010: Provide each student with immediate feedback after each assessment. **Person:** Teachers, Title 1 teachers, Principal

Aug 3, 2010: Run reports using the IPS Data Warehouse for each child after each benchmark scrimmage and ISTEP assessment. **Person:** Susan Hall, Title 1 teachers

Aug 30, 2010: Data analysis and intervention group support. **Person:** Principal

Aug 30, 2010: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

Sep , 2010: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

Sep 3, 2010: Provide each student with immediate feedback after each assessment. **Person:** Teachers, Title 1 teachers, Principal

Sep 3, 2010: Run reports using the IPS Data Warehouse for each child after each benchmark scrimmage and ISTEP assessment. **Person:** Susan Hall, Title 1 teachers

Sep 30, 2010: Data analysis and intervention group support. **Person:** Principal

Sep 30, 2010: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

Oct 30, 2010: Data analysis and intervention group support. **Person:** Principal

Oct 30, 2010: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

Nov 5, 2010: Provide each student with immediate feedback after each assessment. **Person:** Teachers, Title 1 teachers, Principal

Nov 5, 2010: Run reports using the IPS Data Warehouse for each child after each benchmark scrimmage and ISTEP assessment. **Person:** Susan Hall, Title 1 teachers

Nov 30, 2010: Collect fall data: % of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data Warehou **Person:**

Nov 30, 2010: Data analysis and intervention group support. **Person:** Principal

Nov 30, 2010: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

Dec 30, 2010: Data analysis and intervention group support. **Person:** Principal

Dec 30, 2010: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

Jan 7, 2011: Provide each student with immediate feedback after each assessment. **Person:** Teachers, Title 1 teachers, Principal

Jan 7, 2011: Run reports using the IPS Data Warehouse for each child after each benchmark scrimmage and ISTEP assessment. **Person:** Susan Hall, Title 1 teachers

Jan 30, 2011: Data analysis and intervention group support. **Person:** Principal

Jan 30, 2011: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

Mar 2, 2011: Data analysis and intervention group support. **Person:** Principal

Mar 2, 2011: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

Mar 11, 2011: Provide each student with immediate feedback after each assessment. **Person:** Teachers, Title 1 teachers, Principal

Mar 11, 2011: Run reports using the IPS Data Warehouse for each child after each benchmark scrimmage and ISTEP assessment. **Person:** Susan Hall, Title 1 teachers

Apr 2, 2011: Data analysis and intervention group support. **Person:** Principal

Apr 2, 2011: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

May 2, 2011: Data analysis and intervention group support. **Person:** Principal

May 2, 2011: Provide individualized instruction in reading and/or math for students whose scores on DIBELS, SRI, Benchmark Assessments, and/or End-of-Semester assessments place them in the "yellow group" or "red group". **Person:** Teachers, Title 1 teachers, Principal

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

Professional Development Summary

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

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

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

Administrator Walkthrough

Weekly Administrator Walkthrough Follow-ups

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

Intended Participants: Teachers

Dates: Jul 9, 2010; Aug 9, 2010; Sep 9, 2010; Oct 9, 2010; Nov 9, 2010; Dec 9, 2010; Jan 9, 2011; Feb 9, 2011; Mar 9, 2011; Apr 9, 2011; May 9, 2011

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: n/a

Does this activity occur during the school day? No

Benchmark & End of Semester Assessments

Use diagnostic data to drive instruction

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

Intended Participants: Teachers

Dates: Aug 13, 2010; Sep 13, 2010; Oct 13, 2010; Nov 13, 2010; Dec 13, 2010; Jan 13, 2011; Feb 13, 2011; Mar 13, 2011; Apr 13, 2011; May 13, 2011

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? No

Cultural Competency

22. Fifteen (15) minutes of staff meetings

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

Intended Participants: Teachers, Administrators

Date: Aug 0, 2010

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

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? No

25. Teachers hold monthly study circles as a

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

Intended Participants: Teachers, Administrators

Date: Sep 0, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Other

Funding: n/a

Does this activity occur during the school day? No

27. Fifteen (15) minutes of staff meetings

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

Intended Participants: Teachers, Administrators

Date: Aug 0, 2010

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

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? No

28. REPRESENTATIVES ATTEND IPS

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

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 0, 2011

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

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

Funding: N/A

Does this activity occur during the school day? No

29. GRADE 4 â VISIT THE CRISPUS

Brief Description: Participants will learn about the legacy of Crispus Attucks High School and about contributions made by African/African Americans to local, state, national and world history through both guided and self-guided tours,

Intended Participants: Teachers, Students

Date: Aug 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: school budgets

Does this activity occur during the school day? Yes

31. PARTICIPATE BY VIEWING THE MLK

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

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

Date: Jan 0, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? No

32. SELECT REPRESENTATIVES TO

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

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

Date: Feb 0, 2011

Activity Purpose: Information

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

Funding: N/A

Does this activity occur during the school day? No

34. PARTICIPATE IN THE MEDIA

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

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

Date: Sep 0, 2010

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

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? No

35. Create a Community Council composed of

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

Intended Participants: Administrators, Parents, Community Members

Date: Oct 0, 2010

Activity Purpose: Information, Feedback/Support

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

Funding: N/A

Does this activity occur during the school day? No

Attend a workshop presentation on the

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

Intended Participants: Teachers, Administrators

Date: Aug 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: OME

Does this activity occur during the school day? No

BUILD AWARENESS OF

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

Intended Participants: Administrators

Date: Aug 2, 2010

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

Activity Format: Presentation, Collaborative Problem Solving, Action Research

Funding: n/a

Does this activity occur during the school day? No

Build capacity to reflect a district that values cultural competence. This new process is based on t

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

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

Date: Jun 0, 2010

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

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

Funding: n/a

Does this activity occur during the school day? No

CREATE A YOUTH COUNCIL

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

Intended Participants: Teachers, Administrators, Students

Date: Oct 0, 2010

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

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

GRADES 5/6 à VISIT CROWN HILL

Brief Description: Participants will learn about the lives of many brave soldiers and generals who took part in the Civil War, and of the politicians, journalists, and even household servants whose lives influenced and were influenced by our country's great conflict.

Intended Participants: Teachers, Students

Date: May 0, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Reflective Writing

Funding: school budgets

Does this activity occur during the school day? Yes

PROVIDE TRAINING IN THE USE OF THE

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

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 0, 2010

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

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? No

Staff members will attend a workshop to

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

Intended Participants: Teachers, Administrators

Date: Sep 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? No

Student Graduation Plan

Graduation Plan: 7-12 Refresher Training

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

Intended Participants: Administrators

Date: Oct 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Graduation Plan: Grade 6 Training

Brief Description: The counselor / social worker will attend a district training where 6th grade graduation plan materials and timeline will be presented.

Intended Participants: Counselors

Date: Sep 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Teacher Expectations and Student Achievement (TESA)

Administator Observation

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

Intended Participants: Teachers

Dates: Aug 0, 2010; Aug 13, 2010; Sep 13, 2010; Oct 13, 2010; Nov 13, 2010; Dec 13, 2010; Jan 13, 2011; Feb 13, 2011; Mar 13, 2011; Apr 13, 2011; May 13, 2011

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? No

Building Level Training - Workshop 5

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

Intended Participants: Teachers

Date: Dec 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

TESA - Peer Observation Review - Workshop 1

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

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? No

TESA - Peer Observation Review - Workshop 1

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

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? No

TESA - Peer Observation Review - Workshop 1

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

Intended Participants: Teachers

Date: Oct 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? No

TESA - Peer Observation Review - Workshop 1

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

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? No

TESA - Peer Observation Review - Workshop 1

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

Intended Participants: Teachers

Date: Dec 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? No

TESA Building Level Training - Awareness

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

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

TESA Building Level Training - Workshop 2

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

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

TESA Building Level Training - Workshop 3

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

Intended Participants: Teachers

Date: Oct 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

TESA Building Level Training - Workshop 4

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

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

TESA Building Level Training- Workshop 1

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

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

TESA Strategy Chair Meeting 1

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

Intended Participants: Other

Date: Aug 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

TESA Strategy Chair Meeting 2

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

Intended Participants: Other

Date: Feb 0, 2011

Activity Purpose: Feedback/Support

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Timely Additional Assistance

No professional development is needed for this strategy.

A. Parent Involvement: Parent Liaison - Home Visits

No professional development is needed for this strategy.

D. Curriculum Mapping

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Mapping

Content Area Curriculum Map Workshops

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

Intended Participants: Teachers

Dates: Sep 0, 2010; Sep 26, 2010; Oct 31, 2010; Nov 28, 2010; Dec 26, 2010; Jan 30, 2011; Feb 27, 2011; Mar 27, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Social Studies Curriculum Map Training

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

Intended Participants: Teachers

Date: Oct 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Visual Arts Curriculum Map Training

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

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Vocal Music Curriculum Map Training

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

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Voluntary Mapping Workshops

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

Intended Participants: Teachers

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

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

I. Focused Academic Area: Balanced Literacy Plan

Attend English / Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle diagnostic benchmark, and ISTEP +)

Intended Participants: Teachers

Date: Jan 19, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop

Brief Description: Participants will be trained in Interactive read-alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing.

Intended Participants: Teachers

Date: Oct 4, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive read-alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing.

Intended Participants: Teachers

Date: Sep 13, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive read-alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing.

Intended Participants: Teachers

Date: Sep 20, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive read-alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing.

Intended Participants: Teachers

Date: Sep 21, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive read-alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing.

Intended Participants: Teachers

Date: Oct 5, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle diagnostic benchmark, and ISTEP +)

Intended Participants: Teachers

Date: Jan 4, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle diagnostic benchmark, and ISTEP +)

Intended Participants: Teachers

Date: Jan 5, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle diagnostic benchmark, and ISTEP +)

Intended Participants: Teachers

Date: Jan 10, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle diagnostic benchmark, and ISTEP +)

Intended Participants: Teachers

Date: Jan 11, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/ Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle diagnostic benchmark, and ISTEP +)

Intended Participants: Teachers

Date: Jan 18, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend English/Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive read-alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing.

Intended Participants: Teachers

Date: Sep 14, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Attend Initial balanced literacy training

Brief Description: Participants will identify literacy goal, define balanced literacy, understand components.

Intended Participants: Teachers

Date: Jul 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Implement assistance plans for teachers needing additional help

Brief Description: Teachers who need extra help will receive additional coaching.

Intended Participants: Teachers

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

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? No

Observe implementation of the Balanced Literacy plan

Brief Description: Teachers will participate in coaching provided the literacy coach after observations.

Intended Participants: Teachers

Date: Sep 1, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? No

Visit a balance literacy model classroom.

Brief Description: Teachers will plan a balanced literacy reading and writing workshop.

Intended Participants: Teachers

Date: Jul 0, 2010

Activity Purpose: Skill Building

Activity Format: Site Visit

Funding: n/a

Does this activity occur during the school day? No

L. Early Childhood Transition: Transition Team

No professional development is needed for this strategy.

O. Extended Learning Activities

No professional development is needed for this strategy.

P. Teacher Mentoring Program

Administrator Training- Teacher Evaluation System

Brief Description: Administrators attend a three-day training to learn how to 1)use the Charlotte Danielson Teacher Evaluation documents, and 2)evaluate instruction using the IPS Teacher Evaluation Instrument.

Intended Participants: Administrators

Date: Aug 18, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Teacher Mentoring Workshop - Domain 4 (Professional Responsibilities)

Brief Description: Teachers in need of professional responsibility skills will attend a workshop led by the video clip, reflecting on Teaching, with their principal, instructional coach, and/or InSAI strategy chair. After viewing, they will be mentored using handouts provided by the district.

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Teacher Mentoring Workshop- Domain 2, Session 1 (Managing Student Behaviors Workshop)

Brief Description: Teachers in need of classroom management skills will attend workshops led by the district special education behavior specialists on managing student behaviors workshop.

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Teacher Mentoring Workshop- Domain 2, Session 3 (Creating an Environment of Respect and Rapport/ Or

Brief Description: Teachers in need of classroom management skills will attend a workshop led by the district special education behavior specialists on creating an environment of respect and rapport, and organizing physical space.

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Teacher Mentoring Workshop- Domain 2, Session2 (Managing Classroom Procedures / Establishing a Cultu

Brief Description: Teachers in need of classroom management skills will attend a workshop led by the district special education behavior specialists on managin classroom procedures and establishing a culture of learning.

Intended Participants: Teachers

Date: Oct 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Teacher Mentoring Workshop- Domain 3 Session 3 (Communicating with students/ Demonstrating Flexibili

Brief Description: Teachers in need of instructional skills will attend a workshops led by the Elementary and Secondary Divisions on student engagement in learning.

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Teacher Mentoring Workshop- Domain 3, Session 1 (Student Engagement)

Brief Description: Teachers in need of instructional skills will attend a workshop led by the Elementary and Secondary Divisions on student engagement in learning.

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Teacher Mentoring Workshop- Domain 3, Session 2 (Using Assessment in Instruction/ Usign Questioning

Brief Description: Teachers in need of instructional skills will attend a workshop led by the Elementary and Secondary Divisions on using assessment in instruction and using questioning and discussion techniques.

Intended Participants: Teachers

Date: Jan 0, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Teacher Training- Teacher Evaluation System

Brief Description: Teachers will attend training presented by the building administrators to overview the domains in the Teacher Evaluation System with a special emphasis on Domain 2 (Classroom Environment) and Domain 3 (Instruction). Expectations and elements that the evaluator will observe will be discussed.

Intended Participants: Teachers

Date: Sep 15, 2010

Activity Purpose: Skill Building

Activity Format: Talk to

Funding: n/a

Does this activity occur during the school day? No

U. Focused Student Group: Black Students

Intervention strategies will be discussed each month in STPT.

Brief Description: During the monthly STPT meetins, effective interventions strategies will be shared and discussed.

Intended Participants: Teachers

Dates: Aug 30, 2010; May 30, 2010; Jun 30, 2010; Jul 30, 2010; Sep 30, 2010; Oct 30, 2010; Nov 30, 2010; Dec 30, 2010; Jan 30, 2011; Mar 2, 2011; Apr 2, 2011; May 2, 2011

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

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? Yes

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

Intervention strategies will be discussed each month in STPT.

Brief Description: During the monthly STPT meetings, effective intervention strategies will be shared and discussed.

Intended Participants: Teachers

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

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education Student Group

Intervention strategies will be discussed each month in STPT.

Brief Description: During monthly STPT meetings, effective intervention strategies will be discussed and shared.

Intended Participants: Teachers

Dates: Aug 0, 2010; Aug 30, 2010; Sep 30, 2010; Oct 30, 2010; Nov 30, 2010; Dec 30, 2010; Jan 30, 2011; Mar 2, 2011; Apr 2, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Cultural Competency

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Student Graduation Plan

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Student Group
- J. Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Administrator Walkthrough
- O. Extended Learning Activities
- I. Focused Academic Area: Balanced Literacy Plan
- J. Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Benchmark & End of Semester Assessments
- O. Extended Learning Activities
- I. Focused Academic Area: Balanced Literacy Plan
- J. Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Teacher Expectations and Student Achievement (TESA)
- I. Focused Academic Area: Balanced Literacy Plan
- J. Instruction by Highly Qualified Teachers

We are concerned that... Students need Timely Additional Assistance

Data Targets Influenced by This Concern:

- 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:

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Timely Additional Assistance

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Timely Additional Assistance

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- 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:

- A. Parent Involvement: Parent Liaison - Academic Workshops for Parents
- A. Parent Involvement: Parent-in-Touch Day
- A. Parent Involvement: Parent Liaison - Home Visits

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- 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:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- D. Curriculum Mapping

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- 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:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- 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:

- F. Encourage Rigorous Curriculum: Curriculum Mapping

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- 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: Balanced Literacy Plan

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 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:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- 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 (SW)

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

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (In Improvement)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)

Data Targets Influenced by This Concern:

- 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:

- O. Extended Learning Activities

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- 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

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- 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:

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

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- 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

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	It is located at our IPS main office.
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	n/a
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Dibels- used for math and reading to identify specific phonemic skills, oral reading fluency skills, number sense, computation TRC- identifies the level students can read and comprehend SRI- identifies a student's lexile level</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	<p>No, due to the appropriate ammount of funding for programs we have not had to consolidate programs. (For example: United Way, Boner Center, various grant, SES money, and other community partners)</p>
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2012-2013 school year