

## **School Improvement Plan - PL221 Version - 2009-2012**

**June 3, 2009 13:01:03**

### **Wendell Phillips School 63 (5563)**

**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

Wendell Phillips School 63

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

- Indiana Student Achievement Institute
- PL221
- Title I Schoolwide
- NCA
- Schools in Improvement (NCLB)

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Making**

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

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

## **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

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

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

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

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Betsy Baxter - Teacher
- Lori Bonner - School Counselor
- Evelyn Bushrod - Administrator
- Kimberly Campbell - Parent/Guardian
- Kimberly Chapman - Teacher
- Rachel Crowder - Teacher
- Cara Granner - Teacher
- Ramona Koch - Teacher
- Theresa Lee - Community Representative (Business)
- Katherine Nicholson - Teacher
- Starla Officer - Community Representative (Business)
- Stacy Pigg - Teacher
- Brenda Sallier - Teacher

## Strategy Chairs

- Betsy Baxter
- Lori Bonner
- Evelyn Bushrod
- Kimberly Chapman
- Rachel Crowder
- Cara Granner
- Ramona Koch
- Stacy Pigg
- Brenda Sallier
- Susanna Selph
- Sandy Snider

## Community Council

- Ebony Barney - Business
- Keith Burke - Principal of Washington
- Kimberly Campbell - Facilitator-Parent
- Lana Coleman - retired teacher
- Jim Grim
- Renita Minor - Parent
- Starla Officer
- Judy Pack - parent
- Robert Ware-Abdullah

# Vision Statement

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

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

to learn in a safe and respectful environment. We believe all students deserve to be recognized as differentiated learners who need to be stimulated and challenged. We believe all students deserve to receive rigorous instruction that is standards' based. We believe all students deserve to explore the way their education and culture connect to the world around them.

## **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 have high expectations for our students resulting in a quality education. Teachers grade level teams meet regularly, to provide positive feedback, constructive criticism, and a safe learning environment with consistent structure for the students. With open communication, our teachers, parents, and community members will expect the best from ourselves, always putting the children first. We will accept "NO EXCUSES".

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

will come to school prepared to learn. They will complete all assignments in the classroom and or at home, correctly and on time. All students will show respect for authority, themselves, and others. They will develop a desire and enthusiasm to become their personal best in any situation.

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

- % of students who pass ISTEP math in 3rd & 6th grade: 100%%
- % of students who pass ISTEP reading in 3rd & 6th grade: 100%%
- % of students who pass ISTEP science in 6th grade: 100%%
- % of students who achieve benchmark status in DIBELS: 100%%
- % of students who pass DISTRICT benchmarks: 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%%
- % of students who passes all classes: 100%%
- % of students who achieve a 6pt. & 4pt. from the Rubrics on the monthly District Writing Samples: 100%%

# Academic Goals

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

## African American - ISTEP+ Language Arts (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		65.7	61%	72		75		78		81		100

## African American - ISTEP+ Math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		65.7	58%	72.6		74		78		82		100

## All Students - Passing ISTEP English (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		60%	62%	65%		70%		75%		80%		100%

## All Students - Passing ISTEP Math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		60%	66%	65%		70%		75%		80%		100%

## Grade 3 - ISTEP+ Writing Process

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	59%	65.7	65%	72	56%	75		79		83		100

**Limited English - ISTEP+ Language Arts (AYP)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		65	44%	50		55		60		65		100

**Limited English - ISTEP+ Math (AYP)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		65	63%	70		75		80		85		100

**Special Education - ISTEP+ Language Arts (AYP)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		65	52%	60		65		70		75		100

**Special Education - ISTEP+ Math (AYP)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		65	52%	60		65		70		75		100

# Areas of Concern

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

## Local Areas of Concern

### **Concern: Instructional Feedback**

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

## Required Areas of Concern

### **A. Parent Involvement**

### **F. Encourage Rigorous Curriculum**

### **I. Focused Academic Area**

### **J. Instruction by Highly Qualified Teachers**

### **K. Attracting Highly Qualified Teachers**

### **L. Early Childhood Transition**

### **M. Parent Notice - Assessment Results**

### **N. Parent Notice - School in Improvement**

### **O. Extended Learning Activities**

### **P. Teacher Mentoring Program**

### **Q. School-Parent Involvement Policy**

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

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

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**V. Peer Review for SIP**

**W. Timely Additional Assistance**

# Strategies

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

## Local Strategies

### Administrator Walkthrough —

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

### Predictor & End of Semester Assessments —

Teachers will follow the IPS pacing guides for Math, Science, and Social Studies and the Language Arts consensus/pacing maps; implement three predictor assessments in Math, Language Arts, Science, and Social Studies throughout the school year, End of semester assessments in Math, Language Arts, Science, and Social Studies will be given at the end of second and fourth grading period.

### Student Graduation Plan —

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

### Teacher Expectation and Student Achievement (TESA) —

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

## Required Strategies

### A. Parent Involvement —

Parent Liaisons provide information, peer support, and training for parents in IPS through 1) a minimum of 5 home visits per month, 2) phone calls to homes, and 3) workshops throughout the school year, August-May.

### F. Encourage Rigorous Curriculum: Curriculum Mapping - Atlas Rubicon —

Tier III and IV Leaderships teams will present to staff members the consensus/pacing maps and individual maps for Language Arts. Teachers will be instructed how to add to the individual maps so that it becomes the teachers lesson plans for Language Arts throughout each week during the school year, August-May.

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

Teachers will routinely implement the Comprehension and Vocabulary, Test Taking and Writing strategies as part of their daily instructional teaching practice.

### J. Instruction by Highly Qualified Teachers —

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

### K. Attracting Highly Qualified Teachers —

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

positions.

**L. Early Childhood Transition: Teacher Training For Parent Involvement —**

Teacher training for building partnerships with families will be offered.

**L. Early Childhood Transition: Transition Team —**

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

**M. Parent Notice - Assessment Results —**

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

**N. Parent Notice - School in Improvement —**

The school will verify that the IPS District has sent to all parents the Parent Notice â School Improvement including the specific responsibilities of the school, LEA and SEA.

**O. Extended Learning Activities —**

The school will participate in the After School Tutoring Program provided through IPS Title I Supplemental Educational Services.

**P. Teacher Mentoring Program —**

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

**Q. School-Parent Involvement Policy —**

Parents of Title I teachers will collaborate to revise and update the School Parent Involvement Policy annually.

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

At the beginning of the school year, the school will verify that the IPS District has sent a parent Right-To-Know letter about teacher qualifications throughout the school year, August-May.

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

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

**S. School-Parent Compact —**

Parents of Title I teachers will collaborate to revise and update the School-Parent compact.

**T. Annual Parent Meeting —**

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

**U. Focused Student Group: English Language Learners —**

Throughout the school year, teachers will implement vocabulary strategies to improve the vocabulary of English Language Learners.

**U. Focused Student Group: Special Education —**

Each month Special Ed. teachers will attend STPT Structured Teacher Planning Time meeting to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students.

**V. Peer Review for SIP —**

The school will participate in a Peer Review of our School Improvement Plan with a representative of a school that has been successful in meeting AYP in the spring of 2010 after InSAI has approved our School Improvement Plan.

**W. Timely Additional Assistance —**

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

## Professional Development

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

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

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

## Predictor & End of Semester Assessments

Professional Development Activity	Funding	Activity Purpose
<i>Using predictor and end of semester data to drive instruction</i>	Source: NA Amount: \$	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
During monthly Principals' meetings 15-30 minutes will be devoted to talking about and giving suggestions on how to utilize the data to move instruction	Administrators	Presentation/Workshop

## Student Graduation Plan

Professional Development Activity	Funding	Activity Purpose
<i>Introduction to the 6th Grade Graduation Plan</i>	Source: NA Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Introduce the Social Worker/Counselors in the school who have 6th grade students all the 6th Grade Graduation materials and required activities and timelines that must be completed by April 2010 with each student. Review with all the schools' Social Worker/Counselors in the school who have 7th-12th grade students the Grade level Graduation materials and required activities and timeline that must be completed by April 2010 with each student.	Counselors Administrators Parents Other	Presentation/Workshop

## Teacher Expectation and Student Achievement (TESA)

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>TESA Building Level Workshops</i>	Source: NA Amount: \$	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
TESA Strategy Chair Meetings for previously trained schools Building level training for TESA Workshop #1 to 4 â Training for new faculty members in previously trained schools	Teachers Administrators	Presentation/Workshop

## A. Parent Involvement

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

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

## F. Encourage Rigorous Curriculum: Curriculum Mapping - Atlas Rubicon

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels k-12</i>	Source: District Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Review the mapping process and how to use Rubicon Atlas software so all trainers can be trainers for each schools Language Arts teachers and will be able to assist the school staff as we start the mapping process Review with all Language Arts teachers at the schools the Language Arts Pacing/Consensus maps and the individual Skeleton maps and the expectations for mapping the Language Arts curriculum for daily lessons Mapping ALL Language Arts lessons using the Individual Skeleton Maps in the Rubicon/Atlas software Language Arts Curriculum Mapping Review Meeting All Language Arts teachers will be consistently following the district Pacing/Consensus maps and individually mapping units of instruction in the area of Language Arts instruction.	Teachers Administrators Other	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Tiers III, IV and V team members will review with all Language Arts teachers the district Pacing/Con</i>	Source: NA Amount: \$	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Tiers III, IV and V team members will review with all Language Arts teachers the district Pacing/Consensus maps and the individual skeleton maps within the Rubicon Atlas System. Expectation for mapping will be stressed	Teachers Administrators	Presentation/Workshop

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

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training on 5-5-3-3 District-Wide Strategies (Overview)</i>	Source: District Amount: \$n/a	Information Skill Building
Brief Description	Intended Participants	Activity Format
Power points are provided to administrators & staff to conduct the initial meeting of the strategies. All power points and resources will be located on IPS Online under the Curriculum and Instructional Accountability Division.	Teachers	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies</i></b>	Source: District Amount: \$n/a	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
After the initial overview of the 5â5â3â3 District-Wide Strategies, the principal will conduct a training on List Group Label utilizing resources from IPS Online. The staff will utilize this strategy the entire month of August with reflections presented during staff meetings. b)The principal will conduct a training on Concept Definition Map utilizing resources from IPS Online. The staff will utilize this strategy the entire month of September with reflections presented during staff meetings. c)The principal will conduct a training on Associations utilizing resources from IPS Online. The staff will utilize this strategy the entire month of October with reflections presented during staff meetings. d)The principal will conduct a training on Quickwrite utilizing resources from IPS Online. The staff will utilize this strategy the entire month of November with reflections presented during staff meetings. e)The principal will conduct a training on Enhancing Descriptive Writing Within the Content utilizing resources from IPS Online. The staff will utilize this strategy the entire month of December with reflections presented during staff meetings.	Teachers	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies</i></b>	Source: District Amount: \$n/a	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Making Thinking Visible utilizing resources from IPS Online. The staff will utilize this strategy the entire month of January with reflections presented during staff meetings. b)The principal will conduct a training on Note-Taking and Note-Making utilizing resources from IPS Online. The staff will utilize this strategy the entire month of February with reflections presented during staff meetings. c)The principal will conduct a training on Questioning utilizing resources from IPS Online. The staff will utilize this strategy the entire month of March with reflections presented during staff meetings. d)The principal will conduct a training on Summarizing utilizing resources from IPS Online. The staff will utilize this strategy the entire month of April with reflections presented during staff meetings. e)The principal will conduct a training on Discussion utilizing resources from IPS Online. The staff will utilize this strategy the entire month of May with reflections presented during staff meetings.	Teachers	Presentation/Workshop

## **L. Early Childhood Transition: Teacher Training For Parent Involvement**

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

## L. Early Childhood Transition: Transition Team

Professional Development Activity	Funding	Activity Purpose
<i>District Kindergarten Meetings (Kindergarten Teacher Association)</i>	Source: District Amount: \$n/a	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Kindergarten teachers will participate in the monthly KTA meetings conducted by the district coordinator and implement new ideas discussed in their classroom activities.	Teachers	Presentation/Workshop

## O. Extended Learning Activities

Professional Development Activity	Funding	Activity Purpose
<i>Professional Development Opportunities for Extended Learning</i>	Source: District Amount: \$ 0	Information
Brief Description	Intended Participants	Activity Format
Teachers will be provided with information and activities on providing extended learning activities to students in Math and Reading.	Teachers Administrators	Presentation/Workshop

## P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Domain 2 â Classroom Management</i>	Source: District Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clip entitled âCreating a Climate of Respect and Rapportâ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handout provided.	Teachers Administrators Other	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Introduction to the Charlotte Danielson's on Line PD program</i></b>	Source: District Amount: \$0	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Administrators, directors and Instructional coaches will receive an overview and training the Charlotte Danielson's On-Line PD program which allows teachers, directors, principals and/or strategy chairs to see what good instruction looks like according to the IPS Teacher Evaluation Instrument.	Administrators Other	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Domain 3 - Instruction</i></b>	Source: District Amount: \$0	Information Skill Building Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
â€¢ Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled â€œCommunicating With Studentsâ€ and â€œDemonstrating Flexibility and Responsivenessâ€ Classroom Proceduresâ€ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators Other	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Domain 1 - Planning and Preparation</i></b>	Source: District Amount: \$0	Information Skill Building Feedback/Support Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
â€¢ Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled â€œDemonstrating Knowledge of Content and Pedagogyâ€ and â€œDemonstrating Knowledge Resourcesâ€ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided	Teachers Administrators Other	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Domain 4 â€œ Professional Responsibilities</i></b>	Source: District Amount: \$0	Information Skill Building Feedback/Support Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
â€¢ Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clip entitled â€œReflecting on Teachingâ€ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators Other	Presentation/Workshop

## **U. Focused Student Group: English Language Learners**

Professional Development Activity	Funding	Activity Purpose
<i>Vocabulary Videos</i>	Source: District Amount: \$ 0	Information Skill Building
Brief Description	Intended Participants	Activity Format
IPS will conduct training focusing on the Vocabulary Strategy: List Group Label, Quickwrites, and Definition Maps for staff to increase vocabulary in English Lanugaue Learners	Teachers Counselors Administrators	Presentation/Workshop Reflective Writing

## U. Focused Student Group: Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Reading Strategies</i>	Source: District Amount: \$ 0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Conduct a training focusing on the Comprehension Strategy: Making Thinking Visible, Note Taking, and Questioning for staff members to help students increase reading comprehension	Teachers Counselors	Presentation/Workshop Study Group Professional Reading Reflective Writing

## V. Peer Review for SIP

No professional development is needed for this strategy.

## W. Timely Additional Assistance

Professional Development Activity	Funding	Activity Purpose
<i>Site visit to observe exemplary reading blocks</i>	Source: NA Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Selected teachers will participate in a site visit to observe exemplary reading blocks at other schools.	Teachers Administrators	Networking/Site Visit

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

## Former Areas of Concern Summary

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

## Local Areas of Concern

### Concern: Instructional Feedback

#### Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

#### Strategies to Impact This Concern:

- Administrator Walkthrough
- Predictor & End of Semester Assessments
- Student Graduation Plan
- Teacher Expectation and Student Achievement (TESA)

## Required Areas of Concern

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

#### Data Targets Influenced by This Concern:

- African American -- ISTEP+ Language Arts (AYP)
- Limited English -- ISTEP+ Language Arts (AYP)
- Special Education -- ISTEP+ Language Arts (AYP)

#### Strategies to Impact This Concern:

- A. Parent Involvement

### F. Encourage Rigorous Curriculum (PL221)

#### Data Targets Influenced by This Concern:

- African American -- ISTEP+ Language Arts (AYP)
- Special Education -- ISTEP+ Language Arts (AYP)

#### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Curriculum Mapping - Atlas Rubicon

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

#### Data Targets Influenced by This Concern:

- African American -- ISTEP+ Language Arts (AYP)
- Grade 3 -- ISTEP+ Writing Process
- Limited English -- ISTEP+ Language Arts (AYP)
- Special Education -- ISTEP+ Language Arts (AYP)

**Strategies to Impact This Concern:**

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

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

**Data Targets Influenced by This Concern:**

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

**Strategies to Impact This Concern:**

- J. Instruction by Highly Qualified Teachers

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

**Data Targets Influenced by This Concern:**

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

**Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

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

**Data Targets Influenced by This Concern:**

- Africian American -- ISTEP+ Math (AYP)
- Limited English -- ISTEP+ Math (AYP)

**Strategies to Impact This Concern:**

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

## **M. Parent Notice - Assessment Results (Title I)**

**Data Targets Influenced by This Concern:**

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

**Strategies to Impact This Concern:**

- M. Parent Notice - Assessment Results

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

**Data Targets Influenced by This Concern:**

- Africian American -- ISTEP+ Math (AYP)
- Limited English -- ISTEP+ Math (AYP)
- Special Education -- ISTEP+ Math (AYP)

**Strategies to Impact This Concern:**

- N. Parent Notice - School in Improvement

## **O. Extended Learning Activities (NCLB)**

**Data Targets Influenced by This Concern:**

- African American -- ISTEP+ Language Arts (AYP)

**Strategies to Impact This Concern:**

- O. Extended Learning Activities

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

**Data Targets Influenced by This Concern:**

- African American -- ISTEP+ Language Arts (AYP)

**Strategies to Impact This Concern:**

- P. Teacher Mentoring Program

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

**Data Targets Influenced by This Concern:**

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

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

**Data Targets Influenced by This Concern:**

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

**Strategies to Impact This Concern:**

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

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

**Data Targets Influenced by This Concern:**

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

**Strategies to Impact This Concern:**

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

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

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

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

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

- S. School-Parent Compact

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

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

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

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

- T. Annual Parent Meeting

## **U. Focused Student Group (PL221, Title I)**

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

- African American -- ISTEP+ Language Arts (AYP)
- Limited English -- ISTEP+ Language Arts (AYP)
- Special Education -- ISTEP+ Language Arts (AYP)

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

- U. Focused Student Group: Special Education
- U. Focused Student Group: English Language Learners

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

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

- Limited English -- ISTEP+ Language Arts (AYP)
- Special Education -- ISTEP+ Language Arts (AYP)

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

- V. Peer Review for SIP

## **W. Timely Additional Assistance (Title I)**

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

- African American -- ISTEP+ Language Arts (AYP)
- Limited English -- ISTEP+ Language Arts (AYP)
- Special Education -- ISTEP+ Language Arts (AYP)

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

- W. Timely Additional Assistance

## Force Field Excerpt

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

Description and location of curriculum:	Data Room, Principal's Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Dibels-assess reading math in grades Kindergarten-Grade 2	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We do not consolidate programs, we coordinate funds.	Force Field Report G: Environment Additional Data #2

# To-Do List

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

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

## Early Childhood Transition

**Aug 31, 2009:** Gather materials to give to daycares/preschools during the visit. -- Evelyn Bushrod-Principal

**Person:** Evelyn Bushrod-Principal, TBA-Parent Liason

**Activity:** Daycare Preschool Visits/Tours

**Sep 10, 2009:** Prepare bags to take on visits.

**Person:** TBA-Parent Liason, Kim Chapman-Strategy Chair

**Activity:** Daycare Preschool Visits/Tours

**Sep 10, 2009:** Arrange for classroom coverage during tours

**Person:** Evelyn Bushrod, Principal

**Activity:** Daycare/Preschool Visit

**Sep 10, 2009:** Prepare/copy parent evaluations for workshops.

**Person:** Kim Chapman-Strategy Chair

**Activity:** Parent Evaluations

**Sep 15, 2009:** Call to arrange tours with daycares/preschool in our area

**Person:** TBA, Parent Liason & Kim Chapman, Strategy Chair

**Activity:** Daycare/Preschool Visit

**Sep 15, 2009:** Prepare/copy kindergarten expectations, standards and activity ideas

**Person:** TBA-Parent Liason, Kindergarten Teachers

**Activity:** Daycare/Preschool Visit

**Sep 15, 2009:** Parent Liason will publish bi-monthly newsletter with kindergarten preparation tips, one of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and activities happening in our school, which parents and children

**Person:** Parent Liason

**Activity:** Newsletters

**Sep 20, 2009:** Monthly parent workshops will be held in conjunction with Title I Family Nights

**Person:** Title I Staff, Parent Liason, Teachers

**Activity:** Monthly Parent Workshops

**Sep 30, 2009:** Go on tours of daycares/preschools

**Person:** TBA, Parent Liason, Kim Chapman, Strategy Chair

**Activity:** Daycare/Preschool Visit

**Sep 30, 2009:** One teacher will attend the monthly district kindergarten teacher meeting and share information with others.

**Person:** Kindergarten Teachers

**Activity:** District Kindergarten Meetings (Kindergarten Teacher Association)

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

**Person:** Linda Hogan, Joan Harrell

**Activity:** How Teachers Get Parents Involved

**Sep 30, 2009:** Copy and mail/deliver the newsletters to the local daycares/preschools.

**Person:** TBA-Parent Liason

**Activity:** Newsletters

- Oct 20, 2009:** Monthly parent workshops will be held in conjunction with Title I Family Nights  
**Person:** Title I Staff, Parent Liason, Teachers  
**Activity:** Monthly Parent Workshops
- Oct 27, 2009:** Parent Liason will publish bi-monthly newsletter with kindergarten preparation tips, one of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and activities happening in our school, which parents and children  
**Person:** Parent Liason  
**Activity:** Newsletters
- Oct 30, 2009:** One teacher will attend the monthly district kindergarten teacher meeting and share information with others.  
**Person:** Kindergarten Teachers  
**Activity:** District Kindergarten Meetings (Kindergarten Teacher Association)
- Nov 11, 2009:** Copy and mail/deliver the newsletters to the local daycares/preschools.  
**Person:** TBA-Parent Liason  
**Activity:** Newsletters
- Nov 20, 2009:** Monthly parent workshops will be held in conjunction with Title I Family Nights  
**Person:** Title I Staff, Parent Liason, Teachers  
**Activity:** Monthly Parent Workshops
- Nov 30, 2009:** One teacher will attend the monthly district kindergarten teacher meeting and share information with others.  
**Person:** Kindergarten Teachers  
**Activity:** District Kindergarten Meetings (Kindergarten Teacher Association)
- Dec 8, 2009:** Parent Liason will publish bi-monthly newsletter with kindergarten preparation tips, one of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and activities happening in our school, which parents and children  
**Person:** Parent Liason  
**Activity:** Newsletters
- Dec 15, 2009:** Collect the log in of how many perspective kdg. parents participated in activities developed  
**Person:** Kim Chapman-Strategy Chair  
**Activity:** Collect first semester/trimester follow up data
- Dec 15, 2009:** Collect/tally log in sheets from parent workshops.  
**Person:** Kim Chapman-Strategy Chair  
**Activity:** Collect first semester/trimester follow up data
- Dec 15, 2009:** Collect/tally parent evaluations about feeling encouraged and participating in child's education.  
**Person:** Mitzi Owens-Kindergarten Teacher, Dena Soliman-Kindergarten Teacher  
**Activity:** Parent Evaluations
- Dec 20, 2009:** Monthly parent workshops will be held in conjunction with Title I Family Nights  
**Person:** Title I Staff, Parent Liason, Teachers  
**Activity:** Monthly Parent Workshops
- Dec 23, 2009:** Copy and mail/deliver the newsletters to the local daycares/preschools.  
**Person:** TBA-Parent Liason  
**Activity:** Newsletters
- Jan 19, 2010:** Parent Liason will publish bi-monthly newsletter with kindergarten preparation tips, one of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and activities happening in our school, which parents and children  
**Person:** Parent Liason  
**Activity:** Newsletters
- Jan 20, 2010:** Monthly parent workshops will be held in conjunction with Title I Family Nights  
**Person:** Title I Staff, Parent Liason, Teachers  
**Activity:** Monthly Parent Workshops

- Jan 30, 2010:** One teacher will attend the monthly district kindergarten teacher meeting and share information with others.  
**Person:** Kindergarten Teachers  
**Activity:** District Kindergarten Meetings (Kindergarten Teacher Association)
- Jan 30, 2010:** Attend three workshops focusing on Teacher/Parent Partnerships  
**Person:** Linda Hogan, Joan Harrell  
**Activity:** How Teachers Get Parents Involved
- Feb 3, 2010:** Copy and mail/deliver the newsletters to the local daycares/preschools.  
**Person:** TBA-Parent Liason  
**Activity:** Newsletters
- Feb 20, 2010:** Monthly parent workshops will be held in conjunction with Title I Family Nights  
**Person:** Title I Staff, Parent Liason, Teachers  
**Activity:** Monthly Parent Workshops
- Feb 28, 2010:** One teacher will attend the monthly district kindergarten teacher meeting and share information with others.  
**Person:** Kindergarten Teachers  
**Activity:** District Kindergarten Meetings (Kindergarten Teacher Association)
- Mar 2, 2010:** Parent Liason will publish bi-monthly newsletter with kindergarten preparation tips, one of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and activities happening in our school, which parents and children  
**Person:** Parent Liason  
**Activity:** Newsletters
- Mar 17, 2010:** Copy and mail/deliver the newsletters to the local daycares/preschools.  
**Person:** TBA-Parent Liason  
**Activity:** Newsletters
- Mar 20, 2010:** Monthly parent workshops will be held in conjunction with Title I Family Nights  
**Person:** Title I Staff, Parent Liason, Teachers  
**Activity:** Monthly Parent Workshops
- Mar 30, 2010:** One teacher will attend the monthly district kindergarten teacher meeting and share information with others.  
**Person:** Kindergarten Teachers  
**Activity:** District Kindergarten Meetings (Kindergarten Teacher Association)
- Apr 13, 2010:** Parent Liason will publish bi-monthly newsletter with kindergarten preparation tips, one of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and activities happening in our school, which parents and children  
**Person:** Parent Liason  
**Activity:** Newsletters
- Apr 15, 2010:** Collect the log in of how many perspective kdg. parents participated in activities developed -  
**Person:** Kim Chapman-Strategy Chair  
**Activity:** Collect second semester/trimester follow up data
- Apr 15, 2010:** Collect/tally log in sheets from parent workshops.  
**Person:** Kim Chapman-Strategy Chair  
**Activity:** Collect second semester/trimester follow up data
- Apr 15, 2010:** Current kindergarteners make invitations to incoming kindergarten students to visit classrooms.  
**Person:** Art Teacher, Kindergarten Students  
**Activity:** Incoming Kindergarteners Visit Day
- Apr 15, 2010:** Collect/tally parent evaluations for workshops.  
**Person:** Evelyn Curry-First Grade Teacher, Terri Brinkley-Kindergarten Teacher  
**Activity:** Parent Evaluations

- Apr 20, 2010:** Monthly parent workshops will be held in conjunction with Title I Family Nights  
**Person:** Title I Staff, Parent Liason, Teachers  
**Activity:** Monthly Parent Workshops
- Apr 24, 2010:** Invitations are mailed to local daycares, preschools, and students who register early at P.I.C.  
**Person:** Evelyn Bushrod-Principal, Parent Liason, Kindergarten Teachers  
**Activity:** Incoming Kindergarteners Visit Day
- Apr 28, 2010:** Copy and mail/deliver the newsletters to the local daycares/preschools.  
**Person:** TBA-Parent Liason  
**Activity:** Newsletters
- Apr 30, 2010:** One teacher will attend the monthly district kindergarten teacher meeting and share information with others.  
**Person:** Kindergarten Teachers  
**Activity:** District Kindergarten Meetings (Kindergarten Teacher Association)
- Apr 30, 2010:** Attend three workshops focusing on Teacher/Parent Partnerships.  
**Person:** Linda Hogan, Joan Harrell  
**Activity:** How Teachers Get Parents Involved
- May , 2010:** Kindergarten teachers will prepare classrooms for students to visit.  
**Person:** Kindergarten Teachers  
**Activity:** Incoming Kindergarteners Visit Day

## Encourage Rigorous Curriculum

- May 15, 2009:** Distribute questionnaire regarding mapping  
**Person:** Stacy Pigg or Tier III Member  
**Activity:** Collect baseline data
- May 20, 2009:** Analyze questionnaire regarding mapping  
**Person:** Stacy Pigg or Tier III Member  
**Activity:** Collect baseline data
- May 20, 2009:** Collect questionnaire regarding mapping  
**Person:** Stacy Pigg or Tier III Member  
**Activity:** Collect baseline data
- Aug 1, 2009:** Discuss individual maps created for the first unit and make corrections, additions, and deletions as needed  
**Person:** All Language Arts Teachers  
**Activity:** Meet in STPT (Elem) groups
- Aug 8, 2009:** Discuss individual maps created for the first unit and make corrections, additions, and deletions as needed  
**Person:** All Language Arts Teachers  
**Activity:** Meet in STPT (Elem) groups
- Aug 11, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** Principal  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12
- Aug 15, 2009:** Discuss individual maps created for the first unit and make corrections, additions, and deletions as needed  
**Person:** All Language Arts Teachers  
**Activity:** Meet in STPT (Elem) groups
- Aug 22, 2009:** Discuss individual maps created for the first unit and make corrections, additions, and deletions as needed  
**Person:** All Language Arts Teachers  
**Activity:** Meet in STPT (Elem) groups

- Aug 29, 2009:** Discuss individual maps created for the first unit and make corrections, additions, and deletions as needed  
**Person:** All Language Arts Teachers  
**Activity:** Meet in STPT (Elem) groups
- Aug 30, 2009:** Teachers will map and put in the Rubicon Atlas system their individual all teachers  
**Person:** All Language Arts Teachers  
**Activity:** Map Units of Language ARts
- Aug 31, 2009:** Attend Review Mapping Training at their schools â Tier III, IV, V members.  
**Person:** Principal  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12
- Aug 31, 2009:** During staff development meeting they will review all the components and expectations of mapping for the school year  
**Person:** Principal  
**Activity:** Tiers III, IV and V team members will review with all Language Arts teachers the district Pacing/Con
- Sep , 2009:** Principal will speak to teacher to find out why they are not individually mapping the units in Language Arts  
**Person:** Principal  
**Activity:** Teacher will not complete individual maps for Language Arts in the Rubicon/Atlas System
- Sep 2, 2009:** Attend Mapping Training â Tier III Group  
**Person:** Tier III, IV and V Group members  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12
- Sep 2, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** Tier III, IV and V Group members  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12
- Sep 7, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12
- Sep 14, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12
- Sep 20, 2009:** Principal will follow the IPS progressive Discipline steps for the teacher to comply  
**Person:** Principal  
**Activity:** Teacher still are not completing individual maps for Language Arts in the Rubicon Atlas system
- Sep 21, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12
- Sep 28, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12
- Sep 30, 2009:** Distribute questionnaire regarding mapping  
**Person:** Stacy Pigg or Tier III member  
**Activity:** Collect first semester/trimester follow up data
- Sep 30, 2009:** Teachers will map and put in the Rubicon Atlas system their individual all teachers  
**Person:** All Language Arts Teachers  
**Activity:** Map Units of Language ARts

**Oct 5, 2009:** Analyze questionnaire regarding mapping  
**Person:** Stacy Pigg or Tier III member  
**Activity:** Collect first semester/trimester follow up data

**Oct 5, 2009:** Collect questionnaire regarding mapping  
**Person:** Stacy Pigg or Tier III member  
**Activity:** Collect first semester/trimester follow up data

**Oct 5, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12

**Oct 12, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12

**Oct 19, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12

**Oct 26, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12

**Oct 30, 2009:** Teachers will map and put in the Rubicon Atlas system their individual all teachers  
**Person:** All Language Arts Teachers  
**Activity:** Map Units of Language ARTs

**Nov 2, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12

**Nov 9, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12

**Nov 16, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12

**Nov 23, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12

**Nov 30, 2009:** ELEMENTARY LEVEL â Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next yearâs instruction.  
**Person:** All School Language Arts Teachers  
**Activity:** Language Arts Mapping and Talking in Grade Levels k-12

**Nov 30, 2009:** Teachers will map and put in the Rubicon Atlas system their individual all teachers  
**Person:** All Language Arts Teachers  
**Activity:** Map Units of Language ARTs

**Dec , 2009:** Second Semester: Teachers will print off one individual map they created during the second semester

**Person:**

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

**Dec 10, 2009:** Attend Language Arts Mapping Training â Tier III, IV and V group members to review the process and make recommendations for revisions and changes that need to be considered and/or done.

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

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

**Dec 30, 2009:** Teachers will map and put in the Rubicon Atlas system their individual all teachers

**Person:** All Language Arts Teachers

**Activity:** Map Units of Language ARts

**Jan 15, 2010:** Distribute questionnaire regarding mapping

**Person:** Stacy Pigg or Tier III Member

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

**Jan 20, 2010:** Analyze questionnaire regarding mapping

**Person:** Stacy Pigg or Tier III Member

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

**Jan 20, 2010:** Collect questionnaire regarding mapping

**Person:** Stacy Pigg or Tier III Member

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

**Jan 25, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework

**Person:** All Language Arts Teachers

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

**Jan 30, 2010:** Teachers will map and put in the Rubicon Atlas system their individual all teachers

**Person:** All Language Arts Teachers

**Activity:** Map Units of Language ARts

**Feb 25, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework

**Person:** All Language Arts Teachers

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

**Mar 2, 2010:** Teachers will map and put in the Rubicon Atlas system their individual all teachers

**Person:** All Language Arts Teachers

**Activity:** Map Units of Language ARts

**Mar 25, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework

**Person:** All Language Arts Teachers

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

**Apr 2, 2010:** Teachers will map and put in the Rubicon Atlas system their individual all teachers

**Person:** All Language Arts Teachers

**Activity:** Map Units of Language ARts

**Apr 25, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework

**Person:** All Language Arts Teachers

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

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

**Person:**

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

**May 25, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework

**Person:** All Language Arts Teachers

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

## Extended Learning Activities

**Aug 1, 2009:** Apply for Safe Haven Grant

**Person:** Principal

**Activity:** Safe Haven Program

**Aug 1, 2009:** Make sure money is available in the budget

**Person:** Principal

**Activity:** Transportation

**Aug 30, 2009:** Send home applications to parents for Indy Park Program

**Person:** Ms. Camel

**Activity:** Application Collection for Indy Parks Program

**Sep 1, 2009:** Select students based on assessment scores in reading and math

**Person:** Title One teachers

**Activity:** Title One Extended Learning Activities

**Sep 1, 2009:** Order buses in advance for the entire program year

**Person:** Principal

**Activity:** Transportation

**Sep 10, 2009:** Collect applications from students

**Person:** Ms. Camel

**Activity:** Application Collection for Indy Parks Program

**Sep 10, 2009:** Attend Safe Haven Workshop

**Person:** Principal

**Activity:** Safe Haven Program

**Sep 10, 2009:** Send home sign-up sheets to parents

**Person:** Title One teachers

**Activity:** Title One Extended Learning Activities

**Sep 28, 2009:** Indy Parks After school program provides tutoring in reading and math

**Person:** Ms. Camel

**Activity:** Indy Parks Program

**Sep 28, 2009:** Provide Title One Extended Learning Activities

**Person:** Title One teachers

**Activity:** Title One Extended Learning Activities

**Sep 30, 2009:** Select students to participate

**Person:** Principal

**Activity:** Safe Haven Program

**Oct 1, 2009:** Provide the after school program which will include reading activities, math activities and drug prevention program

**Person:** Principal

**Activity:** Safe Haven Program

**Oct 20, 2009:** Math Professional Development

**Person:** Principal/Coach

**Activity:** Professional Development Opportunities for Extended Learning

**Oct 20, 2009:** Reading Professional Development  
**Person:** Principal/Coach  
**Activity:** Professional Development Opportunities for Extended Learning

**Oct 28, 2009:** Indy Parks After school program provides tutoring in reading and math  
**Person:** Ms. Camel  
**Activity:** Indy Parks Program

**Oct 28, 2009:** Provide Title One Extended Learning Activities  
**Person:** Title One teachers  
**Activity:** Title One Extended Learning Activities

**Nov 1, 2009:** Provide the after school program which will include reading activities,math activities and drug prevention program  
**Person:** Principal  
**Activity:** Safe Haven Program

**Nov 28, 2009:** Indy Parks After school program provides tutoring in reading and math  
**Person:** Ms. Camel  
**Activity:** Indy Parks Program

**Nov 28, 2009:** Provide Title One Extended Learning Activities  
**Person:** Title One teachers  
**Activity:** Title One Extended Learning Activities

**Dec 1, 2009:** Provide the after school program which will include reading activities,math activities and drug prevention program  
**Person:** Principal  
**Activity:** Safe Haven Program

**Dec 28, 2009:** Indy Parks After school program provides tutoring in reading and math  
**Person:** Ms. Camel  
**Activity:** Indy Parks Program

**Dec 28, 2009:** Provide Title One Extended Learning Activities  
**Person:** Title One teachers  
**Activity:** Title One Extended Learning Activities

**Jan 1, 2010:** Provide the after school program which will include reading activities,math activities and drug prevention program  
**Person:** Principal  
**Activity:** Safe Haven Program

**Jan 28, 2010:** Indy Parks After school program provides tutoring in reading and math  
**Person:** Ms. Camel  
**Activity:** Indy Parks Program

**Jan 28, 2010:** Provide Title One Extended Learning Activities  
**Person:** Title One teachers  
**Activity:** Title One Extended Learning Activities

**Feb 1, 2010:** Provide the after school program which will include reading activities,math activities and drug prevention program  
**Person:** Principal  
**Activity:** Safe Haven Program

**Feb 28, 2010:** Indy Parks After school program provides tutoring in reading and math  
**Person:** Ms. Camel  
**Activity:** Indy Parks Program

**Feb 28, 2010:** Provide Title One Extended Learning Activities  
**Person:** Title One teachers  
**Activity:** Title One Extended Learning Activities

- Mar 1, 2010:** Provide the after school program which will include reading activities, math activities and drug prevention program  
**Person:** Principal  
**Activity:** Safe Haven Program
- Mar 28, 2010:** Indy Parks After school program provides tutoring in reading and math  
**Person:** Ms. Camel  
**Activity:** Indy Parks Program
- Mar 28, 2010:** Provide Title One Extended Learning Activities  
**Person:** Title One teachers  
**Activity:** Title One Extended Learning Activities
- Apr 1, 2010:** Provide the after school program which will include reading activities, math activities and drug prevention program  
**Person:** Principal  
**Activity:** Safe Haven Program
- Apr 28, 2010:** Indy Parks After school program provides tutoring in reading and math  
**Person:** Ms. Camel  
**Activity:** Indy Parks Program
- Apr 28, 2010:** Provide Title One Extended Learning Activities  
**Person:** Title One teachers  
**Activity:** Title One Extended Learning Activities
- May 1, 2010:** Provide the after school program which will include reading activities, math activities and drug prevention program  
**Person:** Principal  
**Activity:** Safe Haven Program
- May 28, 2010:** Indy Parks After school program provides tutoring in reading and math  
**Person:** Ms. Camel  
**Activity:** Indy Parks Program
- May 28, 2010:** Provide Title One Extended Learning Activities  
**Person:** Title One teachers  
**Activity:** Title One Extended Learning Activities

## Focused Academic Area

- Mar 30, 2009:** Conduct a training focusing on the Comprehension Strategy: Making Thinking Visible  
**Person:** Principal  
**Activity:** Staff Training on 5â3â3 District-Wide Strategies: Focus on Comprehension Strategies
- May 1, 2009:** Collect Training meeting sign-in Walkthroughs Teacher Evaluations Informal Observations  
**Person:** Susanna Selph  
**Activity:** Collect baseline data
- Aug 30, 2009:** Utilize Curriculum & Instruction Materials (power point) to review the 5â3â3 District-Wide Strategies. Each month, the principal will âfocusâ on one strategy in the Vocabulary and comprehension areas. NOTE: Test Taking Strategies and Writin  
**Person:** Principal  
**Activity:** Staff Training on 5â3â3 District-Wide Strategies (Overview)
- Aug 30, 2009:** Conduct a training focusing on the Vocabulary Strategy: Concept Definition Map  
**Person:** Principal  
**Activity:** Staff Training on 5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies
- Sep 30, 2009:** Conduct a training focusing on the Vocabulary Strategy: Associations  
**Person:** Principal  
**Activity:** Staff Training on 5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies

- Oct 31, 2009:** Conduct a training focusing on the Vocabulary Strategy:  
**Person:** Principal  
**Activity:** Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies
- Nov 30, 2009:** Conduct a training focusing on the Vocabulary Strategy: Quickwrite  
**Person:** Principal  
**Activity:** Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies
- Dec 1, 2009:** Collect Training meeting sign-in Walkthroughs Teacher Evaluations Informal Observations  
**Person:** Susanna Selph  
**Activity:** Collect first semester/trimester follow up data
- Dec 18, 2009:** Conduct a training focusing on the Vocabulary Strategy: Enhancing Descriptive Writing Within the Content  
**Person:** Principal  
**Activity:** Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies
- Jan 29, 2010:** Conduct a training focusing on the Comprehension Strategy: Note-Taking and Note-Making  
**Person:** Principal  
**Activity:** Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies
- Feb 28, 2010:** Conduct a training focusing on the Comprehension Strategy: Questioning  
**Person:** Principal  
**Activity:** Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies
- Apr 30, 2010:** Conduct a training focusing on the Comprehension Strategy: Discussion  
**Person:** Principal  
**Activity:** Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies
- May 1, 2010:** Collect Training meeting sign-in Walkthroughs Teacher Evaluations Informal Observations  
**Person:** Susanna Selph  
**Activity:** Collect final semester/trimester follow up data
- May 25, 2010:** Conduct a training focusing on the Comprehension Strategy: Summarizing  
**Person:** Principal  
**Activity:** Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies

## Focused Student Group

- Aug 15, 2009:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students  
**Person:** Special Education Teachers  
**Activity:** STPT
- Aug 28, 2009:** Implement the instructional strategies discussed in STPT with students  
**Person:** Special Education Teachers  
**Activity:** Implementation
- Sep 3, 2009:** Staff will watch vocabulary videos provided by IPS during at least 1 STPT Meeting per month  
**Person:** Evelyn Bushrod  
**Activity:** Vocabulary Videos
- Sep 15, 2009:** Teachers will provide additional instruction to ELL students who need assistance learning vocabulary  
**Person:** Teachers  
**Activity:** ELL Vocabulary
- Sep 15, 2009:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students  
**Person:** Special Education Teachers  
**Activity:** STPT

- Sep 28, 2009:** Implement the instructional strategies discussed in STPT with students  
**Person:** Special Education Teachers  
**Activity:** Implementation
- Oct 3, 2009:** Staff will watch vocabulary videos provided by IPS during at least 1 STPT Meeting per month  
**Person:** Evelyn Bushrod  
**Activity:** Vocabulary Videos
- Oct 15, 2009:** Teachers will provide additional instruction to ELL students who need assistance learning vocabulary  
**Person:** Teachers  
**Activity:** ELL Vocabulary
- Oct 15, 2009:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students  
**Person:** Special Education Teachers  
**Activity:** STPT
- Oct 28, 2009:** Implement the instructional strategies discussed in STPT with students  
**Person:** Special Education Teachers  
**Activity:** Implementation
- Nov 3, 2009:** Staff will watch vocabulary provided by IPS videos during at least 1 STPT Meeting per month  
**Person:** Evelyn Bushrod  
**Activity:** Vocabulary Videos
- Nov 15, 2009:** Teachers will provide additional instruction to ELL students who need assistance learning vocabulary  
**Person:** Teachers  
**Activity:** ELL Vocabulary
- Nov 15, 2009:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students  
**Person:** Special Education Teachers  
**Activity:** STPT
- Nov 28, 2009:** Implement the instructional strategies discussed in STPT with students  
**Person:** Special Education Teachers  
**Activity:** Implementation
- Dec 3, 2009:** Staff will watch vocabulary videos provided by IPS during at least 1 STPT Meeting per month  
**Person:** Evelyn Bushrod  
**Activity:** Vocabulary Videos
- Dec 15, 2009:** Teachers will provide additional instruction to ELL students who need assistance learning vocabulary  
**Person:** Teachers  
**Activity:** ELL Vocabulary
- Dec 15, 2009:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students  
**Person:** Special Education Teachers  
**Activity:** STPT
- Dec 28, 2009:** Implement the instructional strategies discussed in STPT with students  
**Person:** Special Education Teachers  
**Activity:** Implementation
- Jan 3, 2010:** Staff will watch vocabulary videos provided by IPS during at least 1 STPT Meeting per month  
**Person:** Evelyn Bushrod  
**Activity:** Vocabulary Videos
- Jan 15, 2010:** Teachers will provide additional instruction to ELL students who need assistance learning vocabulary  
**Person:** Teachers  
**Activity:** ELL Vocabulary

**Jan 15, 2010:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students  
**Person:** Special Education Teachers  
**Activity:** STPT

**Jan 28, 2010:** Implement the instructional strategies discussed in STPT with students  
**Person:** Special Education Teachers  
**Activity:** Implementation

**Jan 28, 2010:** Conduct a training focusing on the Comprehension Strategy: Note-Taking and Note-Making  
**Person:** Principal/Designee  
**Activity:** Reading Strategies

**Feb 3, 2010:** Staff will watch vocabulary videos provided by IPS during at least 1 STPT Meeting per month  
**Person:** Evelyn Bushrod  
**Activity:** Vocabulary Videos

**Feb 15, 2010:** Teachers will provide additional instruction to ELL students who need assistance learning vocabulary  
**Person:** Teachers  
**Activity:** ELL Vocabulary

**Feb 15, 2010:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students  
**Person:** Special Education Teachers  
**Activity:** STPT

**Feb 28, 2010:** Implement the instructional strategies discussed in STPT with students  
**Person:** Special Education Teachers  
**Activity:** Implementation

**Feb 28, 2010:** Conduct a training focusing on the Comprehension Strategy: Note-Taking and Note-Making  
**Person:** Principal/Designee  
**Activity:** Reading Strategies

**Mar 3, 2010:** Staff will watch vocabulary videos provided by IPS during at least 1 STPT Meeting per month  
**Person:** Evelyn Bushrod  
**Activity:** Vocabulary Videos

**Mar 15, 2010:** Teachers will provide additional instruction to ELL students who need assistance learning vocabulary  
**Person:** Teachers  
**Activity:** ELL Vocabulary

**Mar 15, 2010:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students  
**Person:** Special Education Teachers  
**Activity:** STPT

**Mar 28, 2010:** Implement the instructional strategies discussed in STPT with students  
**Person:** Special Education Teachers  
**Activity:** Implementation

**Mar 28, 2010:** Conduct a training focusing on the Comprehension Strategy: Note-Taking and Note-Making  
**Person:** Principal/Designee  
**Activity:** Reading Strategies

**Apr 3, 2010:** Staff will watch vocabulary videos provided by IPS during at least 1 STPT Meeting per month  
**Person:** Evelyn Bushrod  
**Activity:** Vocabulary Videos

**Apr 15, 2010:** Teachers will provide additional instruction to ELL students who need assistance learning vocabulary

**Person:** Teachers

**Activity:** ELL Vocabulary

**Apr 15, 2010:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students

**Person:** Special Education Teachers

**Activity:** STPT

**Apr 28, 2010:** Implement the instructional strategies discussed in STPT with students

**Person:** Special Education Teachers

**Activity:** Implementation

**Apr 28, 2010:** Conduct a training focusing on the Comprehension Strategy: Note-Taking and Note-Making

**Person:** Principal/Designee

**Activity:** Reading Strategies

**May 3, 2010:** Staff will watch vocabulary videos provided by IPS during at least 1 STPT Meeting per month

**Person:** Evelyn Bushrod

**Activity:** Vocabulary Videos

**May 15, 2010:** Teachers will provide additional instruction to ELL students who need assistance learning vocabulary

**Person:** Teachers

**Activity:** ELL Vocabulary

**May 15, 2010:** Attend STPT Meetings to discuss, analyze, and plan instructional strategies that focus on reading comprehension for special education students

**Person:** Special Education Teachers

**Activity:** STPT

**May 28, 2010:** Implement the instructional strategies discussed in STPT with students

**Person:** Special Education Teachers

**Activity:** Implementation

**May 28, 2010:** Conduct a training focusing on the Comprehension Strategy: Note-Taking and Note-Making

**Person:** Principal/Designee

**Activity:** Reading Strategies

## Parent Involvement

**Sep 1, 2009:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance

**Person:** Audrey Taylor

**Activity:** Parent Liaison Reports

**Sep 1, 2009:** Collect monthly parent meeting and workshop evaluations

**Person:** Audrey Taylor

**Activity:** Parent Meeting and Workshop Evaluations

**Sep 15, 2009:** Schedule ESL Assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools - Language barrier for parent involvement

**Sep 15, 2009:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**Sep 15, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Principal

**Activity:** Parent Liaison Professional Development

- Sep 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops
- Sep 15, 2009:** Visits Home  
**Person:** Parent Liaison  
**Activity:** Parent Workshops
- Sep 15, 2009:** Parent Liaison goes to all the meetings as scheduled  
**Person:** Parent Liaison  
**Activity:** Title 1 Parent Liaison meetings
- Oct 1, 2009:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance  
**Person:** Audrey Taylor  
**Activity:** Parent Liaison Reports
- Oct 1, 2009:** Collect monthly parent meeting and workshop evaluations  
**Person:** Audrey Taylor  
**Activity:** Parent Meeting and Workshop Evaluations
- Oct 20, 2009:** Schedule ESL Assistants to attend parent workshops for translation  
**Person:**  
**Activity:** ESL Schools - Language barrier for parent involvement
- Oct 20, 2009:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room  
**Person:**  
**Activity:** Meeting place and time for parent workshops/meetings
- Oct 20, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development
- Oct 20, 2009:** Provide parent liaison with materials, ideas and instructions for work packet  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops
- Oct 20, 2009:** Visits Home  
**Person:** Parent Liaison  
**Activity:** Parent Workshops
- Oct 20, 2009:** Parent Liaison goes to all the meetings as scheduled  
**Person:** Parent Liaison  
**Activity:** Title 1 Parent Liaison meetings
- Nov 1, 2009:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance  
**Person:** Audrey Taylor  
**Activity:** Parent Liaison Reports
- Nov 1, 2009:** Collect monthly parent meeting and workshop evaluations  
**Person:** Audrey Taylor  
**Activity:** Parent Meeting and Workshop Evaluations
- Nov 17, 2009:** Schedule ESL Assistants to attend parent workshops for translation  
**Person:**  
**Activity:** ESL Schools - Language barrier for parent involvement
- Nov 17, 2009:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room  
**Person:**  
**Activity:** Meeting place and time for parent workshops/meetings

**Nov 17, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development

**Nov 17, 2009:** Provide parent liaison with materials, ideas and instructions for work packet  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops

**Nov 17, 2009:** Visits Home  
**Person:** Parent Liaison  
**Activity:** Parent Workshops

**Nov 17, 2009:** Parent Liaison goes to all the meetings as scheduled  
**Person:** Parent Liaison  
**Activity:** Title 1 Parent Liaison meetings

**Dec 1, 2009:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance  
**Person:** Audrey Taylor  
**Activity:** Parent Liaison Reports

**Dec 1, 2009:** Collect monthly parent meeting and workshop evaluations  
**Person:** Audrey Taylor  
**Activity:** Parent Meeting and Workshop Evaluations

**Dec 15, 2009:** Schedule ESL Assistants to attend parent workshops for translation  
**Person:**  
**Activity:** ESL Schools - Language barrier for parent involvement

**Dec 15, 2009:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room  
**Person:**  
**Activity:** Meeting place and time for parent workshops/meetings

**Dec 15, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development

**Dec 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops

**Dec 15, 2009:** Visits Home  
**Person:** Parent Liaison  
**Activity:** Parent Workshops

**Dec 15, 2009:** Parent Liaison goes to all the meetings as scheduled  
**Person:** Parent Liaison  
**Activity:** Title 1 Parent Liaison meetings

**Jan 1, 2010:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance  
**Person:** Audrey Taylor  
**Activity:** Parent Liaison Reports

**Jan 1, 2010:** Collect monthly parent meeting and workshop evaluations  
**Person:** Audrey Taylor  
**Activity:** Parent Meeting and Workshop Evaluations

**Jan 19, 2010:** Schedule ESL Assistants to attend parent workshops for translation  
**Person:**  
**Activity:** ESL Schools - Language barrier for parent involvement

**Jan 19, 2010:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room  
**Person:**  
**Activity:** Meeting place and time for parent workshops/meetings

**Jan 19, 2010:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development

**Jan 19, 2010:** Provide parent liaison with materials, ideas and instructions for work packet  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops

**Jan 19, 2010:** Visits Home  
**Person:** Parent Liaison  
**Activity:** Parent Workshops

**Jan 19, 2010:** Parent Liaison goes to all the meetings as scheduled  
**Person:** Parent Liaison  
**Activity:** Title 1 Parent Liaison meetings

**Feb 1, 2010:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance  
**Person:** Audrey Taylor  
**Activity:** Parent Liaison Reports

**Feb 1, 2010:** Collect monthly parent meeting and workshop evaluations  
**Person:** Audrey Taylor  
**Activity:** Parent Meeting and Workshop Evaluations

**Feb 16, 2010:** Schedule ESL Assistants to attend parent workshops for translation  
**Person:**  
**Activity:** ESL Schools - Language barrier for parent involvement

**Feb 16, 2010:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room  
**Person:**  
**Activity:** Meeting place and time for parent workshops/meetings

**Feb 16, 2010:** Attend Parent Liaison meeting with the Title 1 Facilitator  
**Person:** Principal  
**Activity:** Parent Liaison Professional Development

**Feb 16, 2010:** Provide parent liaison with materials, ideas and instructions for work packet  
**Person:** Title 1 Staff  
**Activity:** Parent Workshops

**Feb 16, 2010:** Visits Home  
**Person:** Parent Liaison  
**Activity:** Parent Workshops

**Feb 16, 2010:** Parent Liaison goes to all the meetings as scheduled  
**Person:** Parent Liaison  
**Activity:** Title 1 Parent Liaison meetings

**Mar 1, 2010:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance  
**Person:** Audrey Taylor  
**Activity:** Parent Liaison Reports

**Mar 1, 2010:** Collect monthly parent meeting and workshop evaluations  
**Person:** Audrey Taylor  
**Activity:** Parent Meeting and Workshop Evaluations

**Mar 16, 2010:** Schedule ESL Assistants to attend parent workshops for translation

**Person:**

**Activity:** ESL Schools - Language barrier for parent involvement

**Mar 16, 2010:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room

**Person:**

**Activity:** Meeting place and time for parent workshops/meetings

**Mar 16, 2010:** Attend Parent Liaison meeting with the Title 1 Facilitator

**Person:** Principal

**Activity:** Parent Liaison Professional Development

**Mar 16, 2010:** Provide parent liaison with materials, ideas and instructions for work packet

**Person:** Title 1 Staff

**Activity:** Parent Workshops

**Mar 16, 2010:** Visits Home

**Person:** Parent Liaison

**Activity:** Parent Workshops

**Mar 16, 2010:** Parent Liaison goes to all the meetings as scheduled

**Person:** Parent Liaison

**Activity:** Title 1 Parent Liaison meetings

**Apr 1, 2010:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance

**Person:** Audrey Taylor

**Activity:** Parent Liaison Reports

**Apr 1, 2010:** Collect monthly parent meeting and workshop evaluations

**Person:** Audrey Taylor

**Activity:** Parent Meeting and Workshop Evaluations

**May 1, 2010:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance

**Person:** Audrey Taylor

**Activity:** Parent Liaison Reports

**May 1, 2010:** Collect monthly parent meeting and workshop evaluations

**Person:** Audrey Taylor

**Activity:** Parent Meeting and Workshop Evaluations

## Peer Review for SIP

**May 10, 2009:** Print and photocopy materials needed for the Peer Review: Sign-in Sheets, DOE Peer Review Forms, Ten Components Check List

**Person:** Ramona Koch

**Activity:** Materials

**May 15, 2009:** Ask the school to organize a Peer Review Team to review our plan

**Person:** Ramona Koch

**Activity:** Peer Review Meeting

**May 15, 2009:** Contact a school that made AYP with similar demographics to School 63 to set up a Peer Review of our SIP.

**Person:** Ramona Koch

**Activity:** Peer Review Meeting

**May 18, 2009:** Send the school a copy of our SIP and all appropriate Peer Review Materials for the Review

**Person:** Ramona Koch

**Activity:** Peer Review Meeting

**May 26, 2009:** Meet with school to discuss the Peer Review

**Person:** Ramona Koch

**Activity:** Peer Review Meeting

**Jun 1, 2009:** Based on the Peer Review we will revise the SIP as recommended

**Person:** Ramona Koch

**Activity:** Revise SIP

## **Predictor & End of Semester Assessments**

**May 15, 2009:** Determine % of teachers who administer the assessments

**Person:** Betsy Baxter

**Activity:** Collect baseline data

**May 15, 2009:** Determine % of teachers who implement classroom lessons that follow IPS pacing Guides. Guides for Math, Science, and Social Studies and the Language Arts Curriculum Mapping Consensus/Pacing Maps.

**Person:** Betsy Baxter

**Activity:** Collect baseline data

**May 15, 2009:** Determine % of teachers who submit lessons plans that follow the IPS pacing guides, guides for math, Science, and social studies and the Language Arts Curriculum Mapping Consensus/ Pacing maps

**Person:** Betsy Baxter

**Activity:** Collect baseline data

**Aug 15, 2009:** Offer encouragement to share thier expertise with others

**Person:** Teachers and administrators

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

**Aug 28, 2009:** Meet in STPT meeting to address concerns

**Person:** Meet in STPT meeting to address concerns

**Activity:** Weekly STPT Meetings

**Sep 15, 2009:** Offer encouragement to share thier expertise with others

**Person:** Teachers and administrators

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

**Sep 28, 2009:** Meet in STPT meeting to address concerns

**Person:** Meet in STPT meeting to address concerns

**Activity:** Weekly STPT Meetings

**Oct 10, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators. (Bi-Weekly)

**Person:** Staff

**Activity:** Identify non-mastered standards and indicators

**Oct 10, 2009:** Develop activities for working with students on intervention activities to address non-mastered indicators

**Person:** Staff

**Activity:** Review Predictor Test results

**Oct 10, 2009:** At one of the STPT or PLC meetings each month, staff discuss the data and stratgies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom

**Person:** Principal

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

**Oct 15, 2009:** Offer encouragement to share thier expertise with others

**Person:** Teachers and administrators

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

**Oct 28, 2009:** Meet in STPT meeting to address concerns

**Person:** Meet in STPT meeting to address concerns

**Activity:** Weekly STPT Meetings

- Nov 10, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators. (Bi-Weekly)  
**Person:** Staff  
**Activity:** Identify non-mastered standards and indicators
- Nov 10, 2009:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom  
**Person:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge  
**Activity:** Using predictor and end of semester data to drive instruction
- Nov 15, 2009:** Offer encouragement to share their expertise with others  
**Person:** Teachers and administrators  
**Activity:** Reluctant staff members who will not join colleagues in collaborating to improve student learning
- Nov 28, 2009:** Meet in STPT meeting to address concerns  
**Person:** Meet in STPT meeting to address concerns  
**Activity:** Weekly STPT Meetings
- Dec 10, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators. (Bi-Weekly)  
**Person:** Staff  
**Activity:** Identify non-mastered standards and indicators
- Dec 10, 2009:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom  
**Person:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge  
**Activity:** Using predictor and end of semester data to drive instruction
- Dec 15, 2009:** Determine % of teachers who administer the assessments  
**Person:** Betsy Baxter  
**Activity:** Collect first semester/trimester follow up data
- Dec 15, 2009:** Determine % of teachers who implement classroom lessons that follow IPS pacing Guides. Guides for Math, Science, and Social Studies and the Language Arts Curriculum Mapping Consensus/Pacing Maps.  
**Person:** Betsy Baxter  
**Activity:** Collect first semester/trimester follow up data
- Dec 15, 2009:** Determine % of teachers who submit lesson plans that follow the IPS pacing guides, guides for math, Science, and social studies and the Language Arts Curriculum Mapping Consensus/ Pacing maps  
**Person:** Betsy Baxter  
**Activity:** Collect first semester/trimester follow up data
- Dec 15, 2009:** Offer encouragement to share their expertise with others  
**Person:** Teachers and administrators  
**Activity:** Reluctant staff members who will not join colleagues in collaborating to improve student learning
- Dec 20, 2009:** Meet in STPT meeting to address concerns  
**Person:** Meet in STPT meeting to address concerns  
**Activity:** Weekly STPT Meetings
- Jan 10, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators. (Bi-Weekly)  
**Person:** Staff  
**Activity:** Identify non-mastered standards and indicators
- Jan 10, 2010:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom  
**Person:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge  
**Activity:** Using predictor and end of semester data to drive instruction
- Jan 15, 2010:** Offer encouragement to share their expertise with others  
**Person:** Teachers and administrators  
**Activity:** Reluctant staff members who will not join colleagues in collaborating to improve student learning

- Jan 15, 2010:** Develop activities and a plan for working with students on intervention activities to address non-mastered indicators  
**Person:** School Staff  
**Activity:** Review End of Semester test results
- Jan 28, 2010:** Meet in STPT meeting to address concerns  
**Person:** Meet in STPT meeting to address concerns  
**Activity:** Weekly STPT Meetings
- Feb 10, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators. (Bi-Weekly)  
**Person:** Staff  
**Activity:** Identify non-mastered standards and indicators
- Feb 10, 2010:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom  
**Person:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge  
**Activity:** Using predictor and end of semester data to drive instruction
- Feb 15, 2010:** Offer encouragement to share their expertise with others  
**Person:** Teachers and administrators  
**Activity:** Reluctant staff members who will not join colleagues in collaborating to improve student learning
- Feb 15, 2010:** Develop activities and a plan for working with students on intervention activities to address non-mastered indicators  
**Person:** School Staff  
**Activity:** Review End of Semester test results
- Feb 20, 2010:** Develop activities for working with students on intervention activities to address non-mastered indicators  
**Person:** Staff  
**Activity:** Review Predictor Test results
- Feb 28, 2010:** Meet in STPT meeting to address concerns  
**Person:** Meet in STPT meeting to address concerns  
**Activity:** Weekly STPT Meetings
- Mar 10, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators. (Bi-Weekly)  
**Person:** Staff  
**Activity:** Identify non-mastered standards and indicators
- Mar 10, 2010:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom  
**Person:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge  
**Activity:** Using predictor and end of semester data to drive instruction
- Mar 15, 2010:** Offer encouragement to share their expertise with others  
**Person:** Teachers and administrators  
**Activity:** Reluctant staff members who will not join colleagues in collaborating to improve student learning
- Mar 15, 2010:** Develop activities and a plan for working with students on intervention activities to address non-mastered indicators  
**Person:** School Staff  
**Activity:** Review End of Semester test results
- Mar 28, 2010:** Meet in STPT meeting to address concerns  
**Person:** Meet in STPT meeting to address concerns  
**Activity:** Weekly STPT Meetings
- Apr 10, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators. (Bi-Weekly)  
**Person:** Staff  
**Activity:** Identify non-mastered standards and indicators

- Apr 10, 2010:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom  
**Person:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge  
**Activity:** Using predictor and end of semester data to drive instruction
- Apr 15, 2010:** Offer encouragement to share their expertise with others  
**Person:** Teachers and administrators  
**Activity:** Reluctant staff members who will not join colleagues in collaborating to improve student learning
- Apr 15, 2010:** Develop activities and a plan for working with students on intervention activities to address non-mastered indicators  
**Person:** School Staff  
**Activity:** Review End of Semester test results
- Apr 20, 2010:** Develop activities for working with students on intervention activities to address non-mastered indicators  
**Person:** Staff  
**Activity:** Review Predictor Test results
- Apr 28, 2010:** Meet in STPT meeting to address concerns  
**Person:** Meet in STPT meeting to address concerns  
**Activity:** Weekly STPT Meetings
- May 10, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators. (Bi-Weekly)  
**Person:** Staff  
**Activity:** Identify non-mastered standards and indicators
- May 10, 2010:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom  
**Person:** At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge  
**Activity:** Using predictor and end of semester data to drive instruction
- May 15, 2010:** Determine % of teachers who administer the assessments  
**Person:** Betsy Baxter  
**Activity:** Collect final semester/trimester follow up data
- May 15, 2010:** Determine % of teachers who implement classroom lessons that follow IPS pacing Guides. Guides for Math, Science, and Social Studies and the Language Arts Curriculum Mapping Consensus/Pacing Maps.  
**Person:** Betsy Baxter  
**Activity:** Collect final semester/trimester follow up data
- May 15, 2010:** Determine % of teachers who submit lesson plans that follow the IPS pacing guides, guides for math, Science, and social studies and the Language Arts Curriculum Mapping Consensus/ Pacing maps  
**Person:** Betsy Baxter  
**Activity:** Collect final semester/trimester follow up data
- May 15, 2010:** Offer encouragement to share their expertise with others  
**Person:** Teachers and administrators  
**Activity:** Reluctant staff members who will not join colleagues in collaborating to improve student learning
- May 15, 2010:** Develop activities and a plan for working with students on intervention activities to address non-mastered indicators  
**Person:** School Staff  
**Activity:** Review End of Semester test results
- May 28, 2010:** Meet in STPT meeting to address concerns  
**Person:** Meet in STPT meeting to address concerns  
**Activity:** Weekly STPT Meetings

## Student Graduation Plan

**May 15, 2009:** Determine % of counselors and /or social workers who work students and the student's parent(s) to develop (Grade 6) and update (Grades 7-11) the Graduation plan each year.

**Person:** Mrs. Bonner

**Activity:** Collect baseline data

**May 15, 2009:** Determine % of Grades 6-12 parents who participate by being involved in their child's Graduation Plan % of the students in grades 6-12 who have a Graduation Plan in place which meets all the requirements for each grade level.

**Person:** Mrs. Bonner

**Activity:** Collect baseline data

**May 15, 2009:** Determine % of the students in grades 6-12 who have a Graduation Plan in place which meets all the requirements for each grade level.

**Person:** Mrs. Bonner

**Activity:** Collect baseline data

**Sep , 2009:** Attend 6th Grade Graduation Plan meeting

**Person:** Joan Harrell and Ginger Arvin

**Activity:** Introduction to the 6th Grade Graduation Plan

**Sep 15, 2009:** Principal, Media Specialist and Social Worker/Counselor of school with sixth grade students will meet and review the 6th grade Graduation materials and resources.

**Person:** Ms. Stuart and Mrs. Bonner

**Activity:** Review and discuss the 6th grade Graduation Plan materials and resources

**Oct , 2009:** Graduation Plan Refresher

**Person:** Laverne Anderson and Janet Huck

**Activity:** Introduction to the 6th Grade Graduation Plan

**Oct 15, 2009:** Principal and/or Social Worker/Counselor will meet with the sixth grade students in a group and introduce to them the graduation plan and explain the steps that will take place through the school year to complete this plan.

**Person:** Ms. Stuart and Mrs. Bonner

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

**Dec 15, 2009:** Principal and or Social Worker/Counselor will lead a Parent/Student meeting where they learn the basics of the three different Core 40 diploma options and parent and student pick one as a goal. Parents are to sign this plan.

**Person:** Mrs. Bonner and Ms. Stuart

**Activity:** 6th grade graduation plan Parent/Student meeting

**Dec 15, 2009:** Collect a checklist which indicates each student's name listed and the activities they have completed as of December

**Person:** Mrs. Bonner

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

**Dec 15, 2009:** Determine % of counselors and /or social workers who work students and the student's parent(s) to develop (Grade 6) and update (Grades 7-11) the Graduation plan each year.

**Person:** Mrs. Bonner

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

**Dec 15, 2009:** Determine % of Grades 6-12 parents who participate by being involved in their child's Graduation Plan % of the students in grades 6-12 who have a Graduation Plan in place which meets all the requirements for each grade level.

**Person:** Mrs. Bonner

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

**Dec 15, 2009:** Determine % of the students in grades 6-12 who have a Graduation Plan in place which meets all the requirements for each grade level.

**Person:** Mrs. Bonner

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

**Dec 15, 2009:** Include in the documentation a sample of a completed graduation plan form for each grade level.

**Person:** Mrs. Bonner

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

**Dec 15, 2009:** Media specialist or Social Worker/Counselor or Teacher will help students to complete either electronically or by paper and pencil, a career interest inventory found on the Learn More Indiana website.

**Person:** Mrs. Bonner, Mr. Hampton and Mrs. Meeks

**Activity:** Complete a career interest inventory

**Dec 21, 2009:** Media Specialist, principal or teacher will help students complete either electronically or by paper and pencil a learning styles inventory found on the Learn More Indiana website.

**Person:** Mrs. Bonner, Ms. Stuart, Mrs. Meeks, and Mr. Hampton

**Activity:** Complete a learning styles inventory

**Jan 15, 2010:** Social Worker/ Counselor will work with parents and students in grades 6th, 7th, and 8th to submit an application for the Twenty-First Century Gear Up Program

**Person:** Mrs. Bonner

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

**Jan 22, 2010:** Social Worker/Counselor, Parent Liaison or Teacher will contact the parent to set up another time to meet with the parent to go over the graduation plan with parent and the student

**Person:** Mrs. Bonner and Mrs. Meeks

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

**Feb 15, 2010:** Students led by the teacher and/or Social Worker/ Counselor will go over and discuss the activities in the On Track mini magazine.

**Person:** Mrs. Meeks and Mrs. Bonner

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

**Mar 15, 2010:** Classroom teacher or Social Worker/ Counselor will discuss with each student the results of inventories and career profile exploration and how it relates to their possible career interests and develop a career plan on the 6th grade graduation plan document

**Person:** Mrs. Bonner and Mrs. Meeks

**Activity:** Discuss the results of the Learning Styles Inventory, Career Interest, and the Career Profile explorer

**Mar 19, 2010:** Principal will discuss the non-compliance and proper procedures will be followed so compliance timeline is met by the individual

**Person:** Ms. Stuart

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

**Apr 15, 2010:** Students will complete all the activities and requirements for the grade level graduation plan in which they are currently enrolled.

**Person:** Students

**Activity:** Complete the graduation plan

**May 15, 2010:** Collect a verification form which has the Teachers or Social Worker/Counselors signature which indicated that each student has an updated graduation plan on file for the current school year

**Person:** Mrs. Bonner

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

**May 15, 2010:** Determine % of counselors and /or social workers who work students and the student's parent(s) to develop (Grade 6) and update (Grades 7-11) the Graduation plan each year.

**Person:** Mrs. Bonner

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

**May 15, 2010:** Determine % of Grades 6-12 parents who participate by being involved in their child's Graduation Plan % of the students in grades 6-12 who have a Graduation Plan in place which meets all the requirements for each grade level.

**Person:** Mrs. Bonner

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

**May 15, 2010:** Determine % of the students in grades 6-12 who have a Graduation Plan in place which meets all the requirements for each grade level.

**Person:** Mrs. Bonner

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

**May 15, 2010:** Include in the documentation a sample of a completed graduation plan form for each grade level.

**Person:** Mrs. Bonner

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

## **Teacher Expectation and Student Achievement (TESA)**

**Aug 28, 2009:** Provide support for teachers

**Person:** Principal

**Activity:** Teacher Support for TESA

**Aug 28, 2009:** Provide time management strategies for teachers

**Person:** Principal

**Activity:** Teacher Support for TESA

**Aug 28, 2009:** Complete weekly observation

**Person:** Teacher

**Activity:** TESA Weekly Observations

**Sep 4, 2009:** Provide support for teachers

**Person:** Principal

**Activity:** Teacher Support for TESA

**Sep 4, 2009:** Provide time management strategies for teachers

**Person:** Principal

**Activity:** Teacher Support for TESA

**Sep 4, 2009:** Complete weekly observation

**Person:** Teacher

**Activity:** TESA Weekly Observations

**Sep 11, 2009:** Provide support for teachers

**Person:** Principal

**Activity:** Teacher Support for TESA

**Sep 11, 2009:** Provide time management strategies for teachers

**Person:** Principal

**Activity:** Teacher Support for TESA

**Sep 11, 2009:** Complete weekly observation

**Person:** Teacher

**Activity:** TESA Weekly Observations

**Sep 18, 2009:** Provide support for teachers

**Person:** Principal

**Activity:** Teacher Support for TESA

**Sep 18, 2009:** Provide time management strategies for teachers

**Person:** Principal

**Activity:** Teacher Support for TESA

**Sep 18, 2009:** Complete weekly observation

**Person:** Teacher

**Activity:** TESA Weekly Observations

- Sep 25, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA
- Sep 25, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA
- Sep 25, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations
- Sep 27, 2009:** review Tesa components each month  
**Person:** Principal  
**Activity:** TESA Building Level Workhops
- Oct 2, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA
- Oct 2, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA
- Oct 2, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations
- Oct 9, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA
- Oct 9, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA
- Oct 9, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations
- Oct 16, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA
- Oct 16, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA
- Oct 16, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations
- Oct 23, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA
- Oct 23, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Oct 23, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Oct 25, 2009:** review Tesa components each month  
**Person:** Principal  
**Activity:** TESA Building Level Workhops

**Oct 30, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Oct 30, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Oct 30, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Nov 6, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Nov 6, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Nov 6, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Nov 13, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Nov 13, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Nov 13, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Nov 20, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Nov 20, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Nov 20, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Nov 27, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Nov 27, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Nov 27, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Nov 29, 2009:** review Tesa components each month  
**Person:** Principal  
**Activity:** TESA Building Level Workhops

**Dec 4, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Dec 4, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Dec 4, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Dec 11, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Dec 11, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Dec 11, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Dec 18, 2009:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Dec 18, 2009:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Dec 18, 2009:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Dec 20, 2009:** review Tesa components each month  
**Person:** Principal  
**Activity:** TESA Building Level Workhops

**Jan 8, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Jan 8, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Jan 8, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Jan 15, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Jan 15, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Jan 15, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Jan 22, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Jan 22, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Jan 22, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Jan 29, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Jan 29, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Jan 29, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Jan 31, 2010:** review Tesa components each month  
**Person:** Principal  
**Activity:** TESA Building Level Workhops

**Feb 5, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Feb 5, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Feb 5, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Feb 12, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Feb 12, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Feb 12, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Feb 19, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Feb 19, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Feb 19, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Feb 26, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Feb 26, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Feb 26, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Feb 28, 2010:** review Tesa components each month  
**Person:** Principal  
**Activity:** TESA Building Level Workhops

**Mar 5, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Mar 5, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Mar 5, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Mar 12, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Mar 12, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Mar 12, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Mar 19, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Mar 19, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Mar 19, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Mar 26, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Mar 26, 2010:** Provide time management strategies for teachers  
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**Activity:** Teacher Support for TESA

**Mar 26, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

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**Person:** Principal  
**Activity:** TESA Building Level Workhops

**Apr 2, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Apr 2, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Apr 2, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Apr 9, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Apr 9, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Apr 9, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Apr 16, 2010:** Provide support for teachers  
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**Activity:** Teacher Support for TESA

**Apr 16, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Apr 16, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Apr 23, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Apr 23, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Apr 23, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**Apr 28, 2010:** review Tesa components each month  
**Person:** Principal  
**Activity:** TESA Building Level Workhops

**Apr 30, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Apr 30, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**Apr 30, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**May 8, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**May 8, 2010:** Provide time management strategies for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**May 8, 2010:** Complete weekly observation  
**Person:** Teacher  
**Activity:** TESA Weekly Observations

**May 15, 2010:** Provide support for teachers  
**Person:** Principal  
**Activity:** Teacher Support for TESA

**May 15, 2010:** Provide time management strategies for teachers  
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**May 15, 2010:** Complete weekly observation  
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**May 22, 2010:** Provide support for teachers  
**Person:** Principal  
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**May 29, 2010:** Provide time management strategies for teachers

**Person:** Principal

**Activity:** Teacher Support for TESA

**May 29, 2010:** Complete weekly observation

**Person:** Teacher

**Activity:** TESA Weekly Observations

## Teacher Mentoring Program

**May 10, 2009:** Determine % of targeted teachers who participate

**Person:** Evelyn Bushrod

**Activity:** Collect baseline data

**Sep 20, 2009:** Offer encouragement to share their ideas with others.

**Person:** Principal

**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to

**Sep 20, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures

**Person:** Principal

**Activity:** Targeted staff members who will not attend these sessions.

**Sep 30, 2009:** Attend training for Introduction to the Charlotte Danielson's On-Line PD program.

**Person:** Principal

**Activity:** Introduction to the Charlotte Danielson's on Line PD program

**Oct 1, 2009:** Teachers needing help with Classroom Management (Domain 2) will be identified during administrator and director walkthroughs.

**Person:** Principal

**Activity:** Principal Walkthrough Focus Domain 2 à Classroom Management

**Oct 9, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.

**Person:** Principal

**Activity:** Domain 2 à Classroom Management

**Oct 16, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.

**Person:** Principal

**Activity:** Domain 2 à Classroom Management

**Oct 20, 2009:** Offer encouragement to share their ideas with others.

**Person:** Principal

**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to

**Oct 20, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures

**Person:** Principal

**Activity:** Targeted staff members who will not attend these sessions.

- Oct 22, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.  
**Person:** Principal  
**Activity:** Domain 2 à Classroom Management
- Nov 6, 2009:** Teachers needing help with Instruction (Domain 3) will be identified during principal and director walkthroughs.  
**Person:** Principal  
**Activity:** Principal Walkthrough Focus Domain 3 - Instruction
- Nov 13, 2009:** Attend Professional Development session on Domain 3 - Instruction  
**Person:** Principal  
**Activity:** Domain 3 - Instruction
- Nov 20, 2009:** Attend Professional Development session on Domain 3 - Instruction  
**Person:** Principal  
**Activity:** Domain 3 - Instruction
- Nov 20, 2009:** Offer encouragement to share their ideas with others.  
**Person:** Principal  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Nov 20, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Principal  
**Activity:** Targeted staff members who will not attend these sessions.
- Dec 10, 2009:** Determine % of targeted teachers who participate  
**Person:** Evelyn Bushrod  
**Activity:** Collect first semester/trimester follow up data
- Dec 11, 2009:** Attend Professional Development session on Domain 3 - Instruction  
**Person:** Principal  
**Activity:** Domain 3 - Instruction
- Dec 20, 2009:** Offer encouragement to share their ideas with others.  
**Person:** Principal  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Dec 20, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Principal  
**Activity:** Targeted staff members who will not attend these sessions.
- Jan 15, 2010:** Attend Professional Development session on Domain 3 - Instruction  
**Person:** Principal  
**Activity:** Domain 3 - Instruction
- Jan 20, 2010:** Offer encouragement to share their ideas with others.  
**Person:** Principal  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Jan 20, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Principal  
**Activity:** Targeted staff members who will not attend these sessions.
- Jan 22, 2010:** Teachers needing help with Planning and Preparation (Domain 1) will be identified during principal and director walkthroughs.  
**Person:** Principal  
**Activity:** Principal/Director Walkthrough Domain 1 à Planning and Preparation
- Feb 5, 2010:** Attend Professional Development session on Domain 1 à Planning and Preparation  
**Person:** Principal  
**Activity:** Domain 1 - Planning and Preparation

- Feb 20, 2010:** Offer encouragement to share their ideas with others.  
**Person:** Principal  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Feb 20, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Principal  
**Activity:** Targeted staff members who will not attend these sessions.
- Feb 26, 2010:** Attend Professional Development session on Domain 1 â Planning and Preparation  
**Person:** Principal  
**Activity:** Domain 1 - Planning and Preparation
- Mar 12, 2010:** Attend Professional Development session on Domain 1 â Planning and Preparation  
**Person:** Principal  
**Activity:** Domain 1 - Planning and Preparation
- Mar 20, 2010:** Offer encouragement to share their ideas with others.  
**Person:** Principal  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Mar 20, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Principal  
**Activity:** Targeted staff members who will not attend these sessions.
- Mar 26, 2010:** Attend Professional Development session on Domain 1 â Planning and Preparation  
**Person:** Principal  
**Activity:** Domain 1 - Planning and Preparation
- Apr 16, 2010:** Teachers needing help with Professional Responsibilities (Domain 4) will be identified during principal and director walkthroughs.  
**Person:** Principal  
**Activity:** Principal / Director Walkthroughs â Domain 4 â Professional Responsibilities
- Apr 20, 2010:** Offer encouragement to share their ideas with others.  
**Person:** Principal  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Apr 20, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Principal  
**Activity:** Targeted staff members who will not attend these sessions.
- Apr 30, 2010:** Attend Professional Development session on Domain 4 â Professional Responsibilities  
**Person:** Principal  
**Activity:** Domain 4 â Professional Responsibilities
- May 10, 2010:** Determine % of targeted teachers who participate  
**Person:** Evelyn Bushrod  
**Activity:** Collect final semester/trimester follow up data
- May 14, 2010:** Attend Professional Development session on Domain 4 â Professional Responsibilities  
**Person:** Principal  
**Activity:** Domain 4 â Professional Responsibilities
- May 20, 2010:** Offer encouragement to share their ideas with others.  
**Person:** Principal  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- May 20, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Principal  
**Activity:** Targeted staff members who will not attend these sessions.

**May 28, 2010:** Attend Professional Development session on Domain 4 â Professional Responsibilities

**Person:** Principal

**Activity:** Domain 4 â Professional Responsibilities

## **Timely Additional Assistance**

**May 1, 2009:** Collect Surveys

**Person:** Reading Coach/ Title One Lead Teacher

**Activity:** Collect baseline data

**May 1, 2009:** Distribute Surveys to teachers about Reading Block

**Person:** Reading Coach/ Title One

**Activity:** Collect baseline data

**May 5, 2009:** Analyze Surveys

**Person:** Reading Coach/ Title One

**Activity:** Collect baseline data

**Aug 10, 2009:** Copy Pyramid

**Person:** Rachel Crowder

**Activity:** Distribution of Tier Pyramid to all staff

**Aug 12, 2009:** Distribute Pyramid to Staff

**Person:** Mary Bridget Baxter

**Activity:** Distribution of Tier Pyramid to all staff

**Aug 12, 2009:** Explain Pyramid to Staff

**Person:** Carolyn Devoe

**Activity:** Distribution of Tier Pyramid to all staff

**Aug 20, 2009:** Secure Substitutes for Teachers

**Person:** Principal

**Activity:** Site visit to observe exemplary reading blocks

**Sep 7, 2009:** Distribute Surveys to teachers about Reading Block

**Person:** Reading Coach/ Title One

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

**Sep 7, 2009:** Identify school with exemplary practice

**Person:** Principal

**Activity:** Site visit to observe exemplary reading blocks

**Sep 10, 2009:** Collect Surveys

**Person:** Reading Coach/ Title One Lead Teacher

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

**Sep 14, 2009:** Analyze Surveys

**Person:** Reading Coach/ Title One

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

**Sep 15, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students

**Person:** Principal

**Activity:** Daily 30 minutes intervention/remediation time

**Sep 15, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students

**Person:** Principal

**Activity:** Daily 40-60 minutes invention/remediation time

**Sep 15, 2009:** Identify staff members who will benefit from observations

**Person:** Principal

**Activity:** Site visit to observe exemplary reading blocks

- Sep 30, 2009:** Post all data results from assessments  
**Person:** Individual teacher  
**Activity:** Data room recognition
- Sep 30, 2009:** Observe exemplary reading blocks  
**Person:** Identified Staff Members  
**Activity:** Site visit to observe exemplary reading blocks
- Oct 5, 2009:** Reflect and share observations  
**Person:** Identified Staff  
**Activity:** Site visit to observe exemplary reading blocks
- Oct 15, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students  
**Person:** Principal  
**Activity:** Daily 30 minutes intervention/remediation time
- Oct 15, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students  
**Person:** Principal  
**Activity:** Daily 40-60 minutes invention/remediation time
- Nov 15, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students  
**Person:** Principal  
**Activity:** Daily 30 minutes intervention/remediation time
- Nov 15, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students  
**Person:** Principal  
**Activity:** Daily 40-60 minutes invention/remediation time
- Dec 15, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students  
**Person:** Principal  
**Activity:** Daily 30 minutes intervention/remediation time
- Dec 15, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students  
**Person:** Principal  
**Activity:** Daily 40-60 minutes invention/remediation time
- Dec 16, 2009:** Secure Substitutes for Teachers  
**Person:** Principal  
**Activity:** Site visit to observe exemplary reading blocks
- Jan 3, 2010:** Identify school with exemplary practice  
**Person:** Principal  
**Activity:** Site visit to observe exemplary reading blocks
- Jan 15, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students  
**Person:** Principal  
**Activity:** Daily 30 minutes intervention/remediation time
- Jan 15, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students  
**Person:** Principal  
**Activity:** Daily 40-60 minutes invention/remediation time
- Jan 15, 2010:** Identify staff members who will benefit from observations  
**Person:** Principal  
**Activity:** Site visit to observe exemplary reading blocks
- Jan 24, 2010:** Observe exemplary reading blocks  
**Person:** Identified Staff Members  
**Activity:** Site visit to observe exemplary reading blocks

**Jan 30, 2010:** Record/Post Data MOY  
**Person:** Individual Teacher  
**Activity:** Data room recognition

**Jan 31, 2010:** Reflect and share observations  
**Person:** Identified Staff Members  
**Activity:** Site visit to observe exemplary reading blocks

**Feb 15, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students  
**Person:** Principal  
**Activity:** Daily 30 minutes intervention/remediation time

**Feb 15, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students  
**Person:** Principal  
**Activity:** Daily 40-60 minutes invention/remediation time

**Mar 15, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students  
**Person:** Principal  
**Activity:** Daily 30 minutes intervention/remediation time

**Mar 15, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students  
**Person:** Principal  
**Activity:** Daily 40-60 minutes invention/remediation time

**Apr 15, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students  
**Person:** Principal  
**Activity:** Daily 30 minutes intervention/remediation time

**Apr 15, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students  
**Person:** Principal  
**Activity:** Daily 40-60 minutes invention/remediation time

**Apr 19, 2010:** Distribute Surveys to teachers about Reading Block  
**Person:** Reading Coach/ Title One  
**Activity:** Collect final semester/trimester follow up data

**Apr 20, 2010:** Collect Surveys  
**Person:** Reading Coach/ Title One Lead Teacher  
**Activity:** Collect final semester/trimester follow up data

**Apr 30, 2010:** Analyze Surveys  
**Person:** Reading Coach/ Title One  
**Activity:** Collect final semester/trimester follow up data

**May 5, 2010:** Record/Post Data EOY  
**Person:** Individual Teacher  
**Activity:** Data room recognition

**May 15, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students  
**Person:** Principal  
**Activity:** Daily 30 minutes intervention/remediation time

**May 15, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students  
**Person:** Principal  
**Activity:** Daily 40-60 minutes invention/remediation time

## Continuous Improvement Timeline

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