

School Improvement Plan - PL221 Version - 2008-2011

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Carl Wilde School 79 (5579)

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

Carl Wilde School 79

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

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

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Joyce Akridge - Administrator
- Beth Gehm - Administrator
- Fred Gehm - Community Representative (Business)
- Lewis Goins - Teacher
- Bill Hefler - Teacher
- Stephanie Johnson - Teacher
- Tracey Pendelton - Parent/Guardian
- John Risner Jr. -
- Betsy Woodward - School Counselor

Strategy Chairs

- Joyce Akridge
- Joyce Akridge
- Judy Blaydes
- Sarah Bosk
- Kristi Dray
- Stephanie Johnson
- Sheilah Lyles
- Nick Meyer
- Karen Wilson
- Betsy Woodward

Community Council

- Jerome Brewer
- Kimberly Burns
- Lauretha Butler
- Carl Clark - Neighborhood Liason at Mayor's Office
- Melodie Clark
- Katrina Conyers
- Mary Jo Dare - Spec Educ Educator
- Paulete Gardner - BUSINESS SERVICE REP.
- Sandy Harrison - Teacher
- Joe Johnson - Marketing Consultant
- Jason Kivett - DISTRICT SUPERVISOR
- Elaine Legg - REALTOR
- Hosea Lopez
- Sheilah Lyles
- Kim-Lee Lyons
- Inga March
- Michelle Parker
- Ron Peck
- Dax Peterson
- Suzanne Price - Library Assistant
- John Risner - Insurance Representative

- Stephanie Teeter
- Rashad Web
- Mildred White - Educator

Vision Statement

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

We believe all students deserve:

We believe our students deserve to be surrounded by caring and supportive educators who have high expectations for their success at school. We believe our students deserve to have holistic learning experiences reflecting rigor and relevance. We believe all students deserve teachers and administrators who are highly qualified; furthermore, educators who implement Best Practice strategies to ensure student success as they strive for excellence. We believe our students deserve to learn in a classroom that is developmentally appropriate in size. The students should be provided reasonable assistance, so students who need extended learning and additional time will be able to experience success. Students deserve a safe, clean, and comfortable updated facility conducive to learning; furthermore, every child deserves a classroom with adequate up-to-date instructional resources. We believe our children deserve opportunities to participate in meaningful field trips, extracurricular activities, and substantive after school programs.

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

When the stakeholders in our community are consistently living by our core convictions, the result will reflect in our attitudes and behaviors. Our teachers, parents, and community members will be sincerely interested and invested in the success of our students. Our school culture will reflect a high premium placed on mutual respect for all. The adults are fair, flexible, patient, cooperative, and work well together as a team to provide a worthwhile education for every child. Teachers are well prepared and direct instruction results in the mastery of academic standards; therefore, our students can achieve to their fullest potential. Our teachers are highly qualified and continually seeking improvement of instructional methods through ongoing professional development. Parents will be actively engaged in their children's education, and accept responsibility for their basic and educational needs. Parents will have a willingness to take advantage of available resources to help their children. The neighborhood and the school will work collaboratively to ensure that our children have an opportunity to develop potential, attend college or a post secondary vocational program, and compete in a global society. The stakeholder collaboration would present opportunities for mentoring, tutoring, and developing of leadership skills. The school and community partnership would promote non-violent conflict resolution and model personal self management skills, so our children can see what we expect.

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

In our learning community, where all participants will be living by their core convictions, students are eager and enthusiastic about learning. Students will be committed to attend school in an effort to reach academic goals. They will respect authority, themselves, and their peers; leading students to be polite and well behaved citizens. Students will demonstrate an understanding of school rules and the laws of our society. Our students will be achievement oriented, accept responsibility for their own school success, and know the purpose and value of a good education.

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

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP English: 100%
- % of students who are at grade level or above in Reading: 100%
- % of students who are at grade level or above in Math: 100%
- % of students who reach DIBELS Assessment Targets: 100%
- % of students who pass all classes: 100%
- % of students who pass Language Arts Benchmarks Assessments: 100%
- % of students who pass Math Benchmarks Assessments: 100%
- % of students who pass Science Benchmarks Assessments: 100%
- % of students who pass Social Studies Benchmarks Assessments: 100%
- % of students who : %
- % of students who : %

Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	57.2%	65%	73.9%	70%		75%		80%		85%		100%

African-American Students - Pass ISTEP - English Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	55%	60%	54%	65%		70%		75%		80%		100%

African-American Students - Pass ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	55%		54%	60%		65%		70%		75%		100%

All Students - Mastery in Problem Solving of Mathematics-ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	62%	77%	69%	82%	70%	73%		76%		79%		100%

Limited English Students - Passing ISTEP E/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		N/A	77%		73%		76%		79%		100%

Limited English Students - Passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		N/A	91%		72%		75%		78%		100%

Special Education Students - Passing ISTEP E/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	31%	37%	28%	42%		76%		79%		82%		100%

Special Education Students - Passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	45%	64%	34%	69%		76%		79%		82%		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

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

N. Parent Notice of "School in Improvement"

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

V. Peer Review for SIP

AA. Curriculum Mapping

BB. Benchmark Assessments

CC. TESA

Strategies

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

Required Strategies

A. Parent Involvement: Parent Liaison

Parent Liaisons will provide information, peer support, and training for parents in IPS through 1) a minimum of 10 home visits per month, 2) phone calls to homes, and 3) workshops throughout the school year, August - May. In addition, administrators, staff and Parent Liaison, will hold monthly social activities for parents and opportunities for parents to communicate with their children's teachers on a regular basis.

B. Technology Coordination: School Technology Plan (Administrators)

Carl Wilde 79 will implement the school site technology plan that is aligned to the district technology plan throughout the school year, August-May.

B. Technology Coordination: School Technology Plan (Parents/Community)

During the school year 2008-09, parents who have students attending School #79 will be provided electronic resources from the school. Parents will be encouraged to use resources on-line to better assist their children with academic needs. Computer use in the home will also be encouraged.

B. Technology Coordination: School Technology Plan (Students)

The students in grades 3-6 at IPS School #79 will learn PowerPoint, Excel, and how to use IPS web-based resources during Library Skills classes. Students will be expected to complete specific projects using these programs/resources. Fifth and sixth grade students will be invited to be a member of the Technology Club where they will be instructed in how to use digital cameras, video cameras and other technology equipment. Students will participate in a laptop take-home program in which they will complete projects relating to learned technology skills.

B. Technology Coordination: School Technology Plan (Teachers)

The teachers will more successfully integrate technology into instruction, curriculum, and assessment. School #79 teachers will develop IPS Online web pages to share curriculum information with parents. The media staff and principal will share one student engagement website each month for teachers to integrate into curriculum and instruction. The teachers will receive on-campus training to learn to use Powerpoint and Excel programs. This learning will be integrated into curriculum and instruction. Teachers will receive on-campus training to learn to use the digital camera so that classroom events can be documented and included in the School #79 Digital Portfolio for 2008-2009.

C. Safe and Disciplined Learning Environment

At Carl Wilde Elementary, IPS #79 at the beginning of the year the principals sets up the following initiatives: * Fight Free Schools * Security Drills * S.O.S. Cards for teachers * Red Safety folder * Monthly fire drills * "Cold weather" duty schedule * Safety Committee * Playground rules The teachers follow through implementing these initiatives throughout the school year.

D. Attendance

The attendance policy will be monitored by administrators, teachers, social worker, and guidance counselor August to May. Students should make every effort to attend school every day and on time, provided that conditions are reasonable. Attendance is recorded in the morning and the afternoon; additionally, attendance is tracked on the IPS online database.

G1. Exceptional Learners - Gifted

The Gifted and Talented Program at the Carl Wilde Elementary, IPS #79, will focus on two domains: general intellectual and specific academic. The specific academic areas of focus are Language Arts, Math, and Science. The identified students will receive differentiated instruction in cluster groups in grades three through six. Students will be identified by Gifted and Talented teachers at the end of second grade and identification will encompass all grade levels for yearly testing in the Spring using the

BSU profile and the results of the Ravens Thinking Ability Test.

G2. Exceptional Learners - Special Education: Inclusion: Reading Remediation

All teachers and Special Education assistants will teach UNRAAVEL strategies to students for use in their daily assignments. All teachers and Special Education assistants will provide graphic organizers weekly to enhance understanding of targeted skills for use in the classroom. All teachers and Special Education assistants will institute the practice of administering weekly Open Response Question assessments. All teachers and Special Education assistants will practice daily fluency reads. All of these practices will occur in the classroom setting.

H. Cultural Competency: Gender Differences that Influence Learning

To provide authentic literature, methods, strategies, and practices through on-going professional development to develop teachers who can effectively work in our school's culturally diverse setting while maintaining high expectations for all students and requiring all student groups to perform academically at high levels. During the 2008-2009 school year, we will complete a book study of gender culture by reading *Boys and Girls Learn Differently* by Michael Gurian. Books have been purchased for all faculty and staff members. During each PBA Day a portion of the book will be discussed in small groups. The Principal and Assistance Principal will facilitate each small group session here on the local school campus.

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

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

I. Focused Instruction / Curriculum: ELL-English/Language Arts

All teachers and ELL assistants will teach UNRAAVEL reading comprehension strategies to students for use in their daily assignments. All teachers and ELL assistants will provide graphic organizers weekly to enhance understanding of targeted comprehension skills for use in the classroom. All teachers and ELL assistants will institute the practice of administering weekly Open Response Question/literary response assessments. All teachers and ELL assistants will practice daily fluency reads. All of these practices will occur in the classroom setting.

I. Focused Instruction / Curriculum: English Language Learners Math

All teachers and ELL assistants will teach UNRAAVEL math strategies to students for use in their daily assignments. All teachers and ELL assistants will provide graphic organizers weekly to enhance understanding of problem solving skills for use in the classroom. All teachers and ELL assistants will institute daily math facts practice. All teachers and ELL assistants will institute the practice of administering weekly Open Response Question/Problem Solving assessments. All of these practices will occur in the classroom setting.

I. Focused Instruction / Curriculum: Math Problem Solving

Teachers will present daily lessons to all students that focus on problem solving that aligns with state standards.

I. Focused Instruction / Curriculum: Reading Comprehension Development

Teachers will incorporate strategies involved in reading and think alouds in daily lessons to improve student reading comprehension throughout the school year. The strategies used will strengthen student reading comprehension in the areas of asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose.

I. Focused Instruction / Curriculum: Special Education

All teachers and Special Education assistants will teach UNRAAVEL strategies to students for use in their daily assignments. All teachers and Special Education assistants will provide graphic organizers weekly to enhance understanding of targeted skills for use in the classroom. All teachers and Special Education assistants will institute daily math facts practice. All teachers and Special Education assistants will institute the practice of administering weekly Open Response Question assessments. All teachers and Special Education assistants will practice daily fluency reads. All of these practices will occur in the classroom setting.

J. Instruction by Highly Qualified Teachers

Highly Qualified Teachers are hired through the IPS Human Resources Department, Principal, and Assistant Principal. Additionally, IPS #79 has a Human Resources Committee to assist in the interviewing of new teachers throughout the year. Current teachers submit a Professional Development Plan to the principal each fall. Professional Development activities may include training at the school or district level as well as professional conferences and continuous education. The district will

ensure that all teachers are up-to-date with their professional license.

K. Attracting Highly Qualified Teachers

The IPS Human Resources Department, School #79 Principal, and the Assistant Principal will be involved in attracting Highly Qualified Teachers. The Carl Wilde IPS #79 Human Resources Committee will assist the principal in the interviewing process. Recruitment from Human Resources Department occurs yearly.

L. Early Childhood Assistance: Preschool/Kindergarten ESL Parent Workshops

Workshops will be provided for Preschool/Kindergarten ESL Parents at the beginning of the school year and continued throughout the year at the start of each grading period. The workshops will be held in the Parent Center. Parents of ESL students will be invited to learn strategies to assist their children at home.

M. Assessment Results to Parents

Results of ISTEP+, DIBELS, and Benchmark Assessments will be sent to parents in a language that they will be able to understand. ISTEP+ results will be sent to parents in a timely manner.

N. Parent Notice of "School in Improvement"

Parents will receive written notification of School Improvement Status during the second semester. This is the term No Child Left Behind uses to refer to schools receiving Title I funds that have not met state reading and math goals (AYP) for at least two years.

O. Extended Learning Activities: Tutoring K-6

Highly Qualified teachers will work with students identified through DIBELS after school 2 days per week from October 2008-December 2008 and March 2009-May 2009. The activities will be technology based from Scott-Foresman online and support reading and math. In addition, the Tier III students will work in a small group or one on one teaching setting in the computer lab or classroom.

P. Teacher Mentoring Program: Principal Walkthroughs

Principals will conduct "walkthroughs" with each teacher during which the principal will look for student orientation to work, curriculum decisions, delivery of instruction, a print rich environment and word walls, and health/safety issues throughout the school year August through May.

Q. School-Parent Involvement Policy

The Parent Involvement Policy will coordinate and integrate parental involvement between the school and home. The school will mail copies of the Parent Involvement Plan to the homes of every student. The school will also explain its expectations of parental involvement at the Annual Parent Meeting held in September and at the Parents-in-Touch conferences in October at IPS #79. In accordance with No Child Left Behind Act of 2001, Carl Wilde Elementary, IPS #79 will have the Title I staff, Administrators, and Parent Liaison review and revise the Parental Involvement Policy with parents, in March of each year. All gathered information will be used by the school to revise and rewrite the Parent Involvement Policy annually.

R. Parent Right-to-Know Letter

Due to the fact that Carl Wilde Elementary, IPS #79 was successful in meeting AYP for the 2007-2008 school year, we do not need to have a "Parent Right-to-Know Letter".

S. School-Parent Compact

The Student-Parent-Compact at Carl Wilde Elementary, IPS #79 is to inform students, parents, and school faculty of the responsibilities necessary to ensure a quality academic education and safe learning environment. The school will explain the components of the Student-Parent-Compact at the Annual Parent Meeting held in the fall and at the Parents-in-Touch conferences held in Fall at IPS #79. The signatures of all parties will be collected at those meetings by the instructional staff. The compact will be disseminated to parents in both English and Spanish via mail. Carl Wilde Elementary, IPS #79 will conduct a meeting with the Title I staff, administrators, and Parent Liaison to review and revise the Student-Parent-School Compact with parents in Spring of 2009. Input will be gathered and used in the revision of the compact annually.

T. Annual Parent Meeting

Carl Wilde Elementary, IPS #79 Title I staff, will conduct an annual Parent meeting in September in the cafeteria room. Additional meetings will be held if necessary at flexible dates and times. The objective is to disseminate information about the school's Title I services, Student-Parent-School Compact, and Parental Involvement Policy. Additionally, information about teacher qualifications, reading programs, Title I services, and parental expectations will be discussed.

U. Targeted Assistance

See Area of Concern "I" for information: Focused Instruction/Curriculum - English Language Learners Focused Instruction/Curriculum - All Students: Math Problem Solving Focused Instruction/Curriculum - All Students: Comprehension

V. Peer Review for SIP

Central office takes care of each school's Peer Review process.

AA. Curriculum Mapping

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

BB. Benchmark Assessments

Teachers on each local campus will follow the IPS pacing guides; administer quarterly benchmark assessments in Mathematics, Language Arts, Science, and Social Studies and will provide remediation for students throughout the school year, August through May.

CC. TESA: Phase II

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

Professional Development

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

A. Parent Involvement: Parent Liaison

Professional Development Activity	Funding	Activity Purpose
<i>Parent Involvement: Monthly parent workshops</i>	Source: Title I Amount: \$1,000.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Each month an activity is held to promote family involvement in school. The activities include, but are not limited to, "Back to School Ice Cream Social", "Family Math Night", "Bingo for Books" and "Family Movie Night."	Teachers Administrators Parents Students	Other

Professional Development Activity	Funding	Activity Purpose
<i>Parent Liaison workshops for staff focusing on parent involvement</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
The Parent Liaison will provide staff development which will promote the idea of parents as equal partners and assist teachers in fostering positive relations with parents.	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Parent Involvement: Monthly Parent Liaison Professional Development</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
The Parent Liaison will lead monthly parent activities which will help raise parent awareness of state academic standards/expectations and help parents better assist their children in academics in the home setting.	Parents	Presentation/Workshop

B. Technology Coordination: School Technology Plan (Administrators)

Professional Development Activity	Funding	Activity Purpose
<i>Mastery of International Society for Technology in Education standards for Administrators</i>	Source: District Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Central office will provide professional development for administrator standards in technology.	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>K-8 Mastery of International Society for Technology in Education standards for InSAI Technology Stra</i>	Source: District Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Central office will provide professional development for the InSAI Technology Strategy Chairs on the ISTE standards.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>K-8 Mastery of International Society for Technology in Education for Teachers</i>	Source: NA Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
InSAI Technology Strategy Chairs will provide professional development for the school staff.	Teachers Administrators	Presentation/Workshop

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

Professional Development Activity	Funding	Activity Purpose
<i>Training of Newly Hired Teachers in 6+1 Writing Method</i>	Source: NA Amount: \$0.00	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers who are new to IPS/School #79 will receive an overview of the components of 6+1 Writing. This will make the implementation of the program easier for new staff members. They will also receive on-going training throughout the school year along with the rest of the staff.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Review of 6+1 Writing for all Teachers</i>	Source: NA Amount: \$0.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will receive an overview of the components of 6+1 Writing. This will be a refresher training offered at the beginning of the school year. Staff will also receive on-going training throughout the school year.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>6+1 Principal Training: Focus on Ideas</i>	Source: District Amount: \$0.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Central Office staff will provide focus on ideas training during a principals meeting with the expectation that the principals will train their staff following the implementation window.	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
6+1 Principal Training: Focus on Organization	Source: District Amount: \$0.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Central Office staff will provide focus on organization training during a principals meeting with the expectation that the principals will train their staff following the implementation window.	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
6+1 Principal Training: Focus on Sentence Fluency	Source: District Amount: \$0.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Central Office staff will provide focus on sentence fluency training during a principals meeting with the expectation that the principals will train their staff following the implementation window.	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
6+1 Training: Focus on Conventions	Source: District Amount: \$0.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Central Office staff will provide focus on conventions training during a principals meeting with the expectation that the principals will train their staff following the implementation window.	Teachers Administrators	Presentation/Workshop

I. Focused Instruction / Curriculum: ELL-English/Language Arts

Professional Development Activity	Funding	Activity Purpose
Reading Inservice	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
School #79 will meet as a staff to receive training on UNRAAVEL for reading comprehension, using graphic organizers and ways to improve reading fluency.	Teachers Counselors Administrators	Presentation/Workshop Other

I. Focused Instruction / Curriculum: English Language Learners Math

Professional Development Activity	Funding	Activity Purpose
<i>Math Inservice</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
School #79 will meet as a staff to receive training on UNRAAVEL, using graphic organizers to aid problem solving and ways to improve math fact fluency.	Teachers Administrators	Presentation/Workshop Other

I. Focused Instruction / Curriculum: Math Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Focused Instruction--Math Problem Solving: Writing effective problem solving questions</i>	Source: N/A Amount: \$0.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will receive in-house staff development on best practices regarding writing effective problem solving problems for use in their classroom.	Teachers Administrators	Presentation/Workshop

I. Focused Instruction / Curriculum: Reading Comprehension Development

Professional Development Activity	Funding	Activity Purpose
<i>Focused Instruction--Reading Comprehension: Processes Involved in Reading (Voyager - Reading for Und</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Presentation for teachers strategies to aid in comprehension across the curriculum.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Focused Instruction--Reading Comprehension: Think Aloud Strategies (Voyager - Reading for Understan</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Presentation for teachers strategies to aid in comprehension across the curriculum using the think aloud strategy.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Focused Instruction--Reading Comprehension: Think Aloud Codes (Voyager - Reading for Understanding)</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Presentation for teachers strategies to aid in comprehension across the curriculum using the think aloud strategy.	Teachers	Presentation/Workshop

I. Focused Instruction / Curriculum: Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Focused Instruction--Special Education: Review Activites with Teachers</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Review with the teachers the new strategies to be implemented with the special education department.	Teachers	Presentation/Workshop

L. Early Childhood Assistance: Preschool/Kindergarten ESL Parent Workshops

No professional development is needed for this strategy.

O. Extended Learning Activities: Tutoring K-6

Professional Development Activity	Funding	Activity Purpose
<i>Title 1 Compliance and Regulations for Tutoring</i>	Source: N/A Amount: \$0.00	Feedback/Support
Brief Description	Intended Participants	Activity Format
Title I teachers will make sure that the Extended Day program fits within the federal guidelines of Title I.	Teachers Administrators	Other

P. Teacher Mentoring Program: Principal Walkthroughs

Professional Development Activity	Funding	Activity Purpose
<i>Principal Walkthrough and Mentoring</i>	Source: District Amount: \$	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers needing help with curriculum, instruction, looking at the learner, looking at the environment, differentiation and analyzing data will be identified during principal walkthroughs. Principals will then mentor those teachers.	Teachers Administrators	Talk to Presentation/Workshop Peer Coaching Professional Reading Reflective Writing

Professional Development Activity	Funding	Activity Purpose
<i>Principal Walkthroughs: Focus Overview and Software Training</i>	Source: District Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Principals will receive an overview and training on software used for principal walkthroughs.	Administrators	Presentation/Workshop

U. Targeted Assistance

No professional development is needed for this strategy.

AA. Curriculum Mapping

Professional Development Activity	Funding	Activity Purpose
<i>Mapping-Tier III Group: Pacing/Consensus Leadership Team</i>	Source: District Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Overview of mapping and sharing what has been done in other Tier Group/Grade-level Curriculum Mapping including Rubicon Atlas.	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Mapping -Tier III Group: Pacing/Consensus Leadership Team</i>	Source: District Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Continue Grade-level Curriculum Mapping/Mapping Cross Grade-level.	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Mapping- Tier III Group: Pacing/Consensus Leadership Team</i>	Source: District Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Mapping Cross Grade-Level	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Mapping-Tier III Group: Pacing/Consensus Leadership Team</i>	Source: District Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Curriculum Mapping-Ready, Set, Go!	Administrators	Presentation/Workshop

BB. Benchmark Assessments

No professional development is needed for this strategy.

CC. TESA: Phase II

Professional Development Activity	Funding	Activity Purpose
<i>TESA: Phase II Coordinator Training Day 1</i>	Source: District Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Training of TESA coordinators (one administrator, one union-approved teacher) in preparation of the training of trainers TESA workshop.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA: Phase II Coordinator Training Day 2</i>	Source: District Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Training of TESA coordinators (one administrator, one union-approved teacher) in preparation of the training of trainers TESA workshop.	Teachers Administrators	Presentation/Workshop

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

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

Former Areas of Concern Summary

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

Local Areas of Concern

Required Areas of Concern

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

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- T. Annual Parent Meeting
- M. Assessment Results to Parents
- D. Attendance
- L. Early Childhood Assistance: Preschool/Kindergarten ESL Parent Workshops
- A. Parent Involvement: Parent Liaison
- N. Parent Notice of "School in Improvement"
- R. Parent Right-to-Know Letter
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

B. Technology Coordination (PL221, IPS)

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- O. Extended Learning Activities: Tutoring K-6
- B. Technology Coordination: School Technology Plan (Teachers)
- B. Technology Coordination: School Technology Plan (Parents/Community)
- B. Technology Coordination: School Technology Plan (Administrators)
- B. Technology Coordination: School Technology Plan (Students)

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- D. Attendance
- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Inclusion: Reading Remediation

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- H. Cultural Competency: Gender Differences that Influence Learning

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

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- Limited English Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP E/LA

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Special Education
- I. Focused Instruction / Curriculum: Math Problem Solving
- I. Focused Instruction / Curriculum: ELL-English/Language Arts
- I. Focused Instruction / Curriculum: 6+1 Traits for Writing
- I. Focused Instruction / Curriculum: English Language Learners Math
- I. Focused Instruction / Curriculum: Reading Comprehension Development

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students -- Mastery in Problem Solving of Mathematics-ISTEP

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 -- Mastery in Problem Solving of Mathematics-ISTEP

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math

- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- L. Early Childhood Assistance: Preschool/Kindergarten ESL Parent Workshops
- O. Extended Learning Activities: Tutoring K-6

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- M. Assessment Results to Parents

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

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- N. Parent Notice of "School in Improvement"

O. Extended Learning Activities (Title I, NCLB)

Data Targets Influenced by This Concern:

- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- O. Extended Learning Activities: Tutoring K-6

P. Teacher Mentoring Program (NCLB, IPS)

Data Targets Influenced by This Concern:

- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Principal Walkthroughs

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- All Students -- Mastery in Problem Solving of Mathematics-ISTEP

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All Students -- Mastery in Problem Solving of Mathematics-ISTEP

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All Students -- Mastery in Problem Solving of Mathematics-ISTEP

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- All Students -- Mastery in Problem Solving of Mathematics-ISTEP

Strategies to Impact This Concern:

- U. Targeted Assistance

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- All Students -- Mastery in Problem Solving of Mathematics-ISTEP

Strategies to Impact This Concern:

- V. Peer Review for SIP

AA. Curriculum Mapping (IPS)

Data Targets Influenced by This Concern:

- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- AA. Curriculum Mapping

BB. Benchmark Assessments (IPS)

Data Targets Influenced by This Concern:

- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- BB. Benchmark Assessments

CC. TESA (IPS)

Data Targets Influenced by This Concern:

- African-American Students -- Pass ISTEP - English Language Arts
- African-American Students -- Pass ISTEP Math
- Limited English Students -- Passing ISTEP E/LA
- Limited English Students -- Passing ISTEP Math
- Special Education Students -- Passing ISTEP E/LA
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- CC. TESA: Phase II

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:	John Morton-Finney Center, IPS	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP+ is given to grades 3-6.	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:	Programs are not consolidated under our school-wide plan. That is a district-level decision.	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Benchmark Assessments

May 16, 2008: Determine % of teachers administering benchmark assessments

Person: Joyce Akridge

Activity: Collect baseline data

May 16, 2008: Determine % of teachers submitting lesson plans that follow IPS Pacing Guides

Person: Joyce Akridge

Activity: Collect baseline data

May 16, 2008: Determine % of teachers who implement lesson plans that follow IPS Pacing Guides

Person: Joyce Akridge

Activity: Collect baseline data

Aug 22, 2008: Schedule remediation time daily

Person: Teachers

Activity: Alloting time for remediation of deficit skills; teachers should begin the school year with this add

Aug 22, 2008: Implement lessons

Person: Teachers

Activity: Classroom lessons that follow the IPS Pacing Guides

Aug 22, 2008: Review plans

Person: Joyce Akridge

Activity: Submit lesson plans that follow the IPS Pacing Guides

Aug 22, 2008: Write plans and submit them

Person: Teachers

Activity: Submit lesson plans that follow the IPS Pacing Guides

Aug 29, 2008: Implement lessons

Person: Teachers

Activity: Classroom lessons that follow the IPS Pacing Guides

Aug 29, 2008: Review plans

Person: Joyce Akridge

Activity: Submit lesson plans that follow the IPS Pacing Guides

Aug 29, 2008: Write plans and submit them

Person: Teachers

Activity: Submit lesson plans that follow the IPS Pacing Guides

Sep 5, 2008: Implement lessons

Person: Teachers

Activity: Classroom lessons that follow the IPS Pacing Guides

Sep 5, 2008: Review plans

Person: Joyce Akridge

Activity: Submit lesson plans that follow the IPS Pacing Guides

Sep 5, 2008: Write plans and submit them

Person: Teachers

Activity: Submit lesson plans that follow the IPS Pacing Guides

- Sep 12, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Sep 12, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Sep 12, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Sep 19, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Sep 19, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Sep 19, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Sep 22, 2008:** Schedule sponge activities on a consistent basis and implement them on a consistent basis
Person: Teachers
Activity: Alloting time for remediation of deficit skills; teachers should begin the school year with this add
- Sep 26, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Sep 26, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Sep 26, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 1, 2008:** Administer benchmarks
Person: Teachers
Activity: Administer benchmark assessments
- Oct 1, 2008:** Secure benchmarks
Person: Joyce Akridge
Activity: Administer benchmark assessments
- Oct 1, 2008:** Research sponge activities
Person: Teachers
Activity: daily sponge activities
- Oct 1, 2008:** Plan and implement regrouping and reteaching activities
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Oct 1, 2008:** Provide time
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment

- Oct 3, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Oct 3, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 3, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 10, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Oct 10, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 10, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 17, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Oct 17, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 17, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 24, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Oct 24, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 24, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 30, 2008:** Scan benchmarks
Person: William Hefler
Activity: Administer benchmark assessments
- Oct 30, 2008:** Schedule time on a regular basis to review assessment results
Person: Teachers
Activity: Alloting time to analyze and review benchmark data; this time should be consistently scheduled so th
- Oct 30, 2008:** Implement appropriate sponge activities
Person: Teachers
Activity: daily sponge activities

- Oct 30, 2008:** Analyze benchmarks
Person: Teachers
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Oct 31, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Oct 31, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Oct 31, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Nov 1, 2008:** Administer benchmarks
Person: Teachers
Activity: Administer benchmark assessments
- Nov 1, 2008:** Secure benchmarks
Person: Joyce Akridge
Activity: Administer benchmark assessments
- Nov 1, 2008:** Plan and implement regrouping and reteaching activities
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Nov 1, 2008:** Provide time
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Nov 1, 2008:** Provide appropriate remediation activities
Person: Teachers and support staff
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Nov 4, 2008:** Research sponge activities
Person: Teachers
Activity: daily sponge activities
- Nov 7, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Nov 7, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Nov 7, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Nov 14, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Nov 14, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides

- Nov 14, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Nov 21, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Nov 21, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Nov 21, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Nov 28, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Nov 28, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Nov 28, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Nov 30, 2008:** Scan benchmarks
Person: William Hefler
Activity: Administer benchmark assessments
- Nov 30, 2008:** Schedule time on a regular basis to review assessment results
Person: Teachers
Activity: Alloting time to analyze and review benchmark data; this time should be consistently scheduled so th
- Nov 30, 2008:** Implement appropriate sponge activities
Person: Teachers
Activity: daily sponge activities
- Nov 30, 2008:** Analyze benchmarks
Person: Teachers
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Dec 1, 2008:** Administer benchmarks
Person: Teachers
Activity: Administer benchmark assessments
- Dec 1, 2008:** Secure benchmarks
Person: Joyce Akridge
Activity: Administer benchmark assessments
- Dec 1, 2008:** Plan and implement regrouping and reteaching activities
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Dec 1, 2008:** Provide time
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment

- Dec 1, 2008:** Provide appropriate remediation activities
Person: Teachers and support staff
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Dec 3, 2008:** Research sponge activities
Person: Teachers
Activity: daily sponge activities
- Dec 5, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Dec 5, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Dec 5, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Dec 12, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Dec 12, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Dec 12, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Dec 15, 2008:** Determine % of teachers administering benchmark assessments
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data
- Dec 15, 2008:** Determine % of teachers submitting lesson plans that follow IPS Pacing Guides
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data
- Dec 15, 2008:** Determine % of teachers who implement lesson plans that follow IPS Pacing Guides
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data
- Dec 19, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Dec 19, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Dec 19, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Dec 20, 2008:** Implement appropriate sponge activities
Person: Teachers
Activity: daily sponge activities

- Dec 26, 2008:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Dec 26, 2008:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Dec 26, 2008:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Dec 30, 2008:** Scan benchmarks
Person: William Hefler
Activity: Administer benchmark assessments
- Dec 30, 2008:** Schedule time on a regular basis to review assessment results
Person: Teachers
Activity: Alloting time to analyze and review benchmark data; this time should be consistently scheduled so th
- Dec 30, 2008:** Analyze benchmarks
Person: Teachers
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Jan 1, 2009:** Administer benchmarks
Person: Teachers
Activity: Administer benchmark assessments
- Jan 1, 2009:** Secure benchmarks
Person: Joyce Akridge
Activity: Administer benchmark assessments
- Jan 1, 2009:** Plan and implement regrouping and reteaching activities
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Jan 1, 2009:** Provide time
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Jan 1, 2009:** Provide appropriate remediation activities
Person: Teachers and support staff
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Jan 2, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Jan 2, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Jan 2, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Jan 5, 2009:** Research sponge activities
Person: Teachers
Activity: daily sponge activities

- Jan 9, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Jan 9, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Jan 9, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Jan 16, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Jan 16, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Jan 16, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Jan 23, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Jan 23, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Jan 23, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Jan 29, 2009:** Implement appropriate sponge activities
Person: Teachers
Activity: daily sponge activities
- Jan 30, 2009:** Scan benchmarks
Person: William Hefler
Activity: Administer benchmark assessments
- Jan 30, 2009:** Schedule time on a regular basis to review assessment results
Person: Teachers
Activity: Alloting time to analyze and review benchmark data; this time should be consistently scheduled so th
- Jan 30, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Jan 30, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Jan 30, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides

- Jan 30, 2009:** Analyze benchmarks
Person: Teachers
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Feb 1, 2009:** Administer benchmarks
Person: Teachers
Activity: Administer benchmark assessments
- Feb 1, 2009:** Secure benchmarks
Person: Joyce Akridge
Activity: Administer benchmark assessments
- Feb 1, 2009:** Plan and implement regrouping and reteaching activities
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Feb 1, 2009:** Provide time
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Feb 1, 2009:** Provide appropriate remediation activities
Person: Teachers and support staff
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Feb 4, 2009:** Research sponge activities
Person: Teachers
Activity: daily sponge activities
- Feb 6, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Feb 6, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Feb 6, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Feb 13, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Feb 13, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Feb 13, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Feb 20, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Feb 20, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides

- Feb 20, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Feb 27, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Feb 27, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Feb 27, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Feb 28, 2009:** Scan benchmarks
Person: William Hefler
Activity: Administer benchmark assessments
- Feb 28, 2009:** Implement appropriate sponge activities
Person: Teachers
Activity: daily sponge activities
- Mar 1, 2009:** Administer benchmarks
Person: Teachers
Activity: Administer benchmark assessments
- Mar 1, 2009:** Secure benchmarks
Person: Joyce Akridge
Activity: Administer benchmark assessments
- Mar 1, 2009:** Plan and implement regrouping and reteaching activities
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Mar 1, 2009:** Provide time
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Mar 1, 2009:** Provide appropriate remediation activities
Person: Teachers and support staff
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Mar 2, 2009:** Scan benchmarks
Person: William Hefler
Activity: Administer benchmark assessments
- Mar 2, 2009:** Schedule time on a regular basis to review assessment results
Person: Teachers
Activity: Alloting time to analyze and review benchmark data; this time should be consistently scheduled so th
- Mar 2, 2009:** Analyze benchmarks
Person: Teachers
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Mar 5, 2009:** Research sponge activities
Person: Teachers
Activity: daily sponge activities

- Mar 6, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Mar 6, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Mar 6, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Mar 13, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Mar 13, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Mar 13, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Mar 20, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Mar 20, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Mar 20, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Mar 27, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Mar 27, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Mar 27, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Mar 30, 2009:** Implement appropriate sponge activities
Person: Teachers
Activity: daily sponge activities
- Apr 1, 2009:** Administer benchmarks
Person: Teachers
Activity: Administer benchmark assessments
- Apr 1, 2009:** Secure benchmarks
Person: Joyce Akridge
Activity: Administer benchmark assessments

- Apr 1, 2009:** Plan and implement regrouping and reteaching activities
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Apr 1, 2009:** Provide time
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- Apr 1, 2009:** Provide appropriate remediation activities
Person: Teachers and support staff
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Apr 2, 2009:** Scan benchmarks
Person: William Hefler
Activity: Administer benchmark assessments
- Apr 2, 2009:** Schedule time on a regular basis to review assessment results
Person: Teachers
Activity: Alloting time to analyze and review benchmark data; this time should be consistently scheduled so th
- Apr 2, 2009:** Research sponge activities
Person: Teachers
Activity: daily sponge activities
- Apr 2, 2009:** Analyze benchmarks
Person: Teachers
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- Apr 3, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Apr 3, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Apr 3, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Apr 10, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Apr 10, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Apr 10, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Apr 17, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Apr 17, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides

- Apr 17, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Apr 24, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- Apr 24, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Apr 24, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- Apr 30, 2009:** Implement appropriate sponge activities
Person: Teachers
Activity: daily sponge activities
- May 1, 2009:** Administer benchmarks
Person: Teachers
Activity: Administer benchmark assessments
- May 1, 2009:** Secure benchmarks
Person: Joyce Akridge
Activity: Administer benchmark assessments
- May 1, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- May 1, 2009:** Plan and implement regrouping and reteaching activities
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- May 1, 2009:** Provide time
Person: Teachers
Activity: Provide thirty minutes of time each day for regrouping and reteaching based on benchmark assessment
- May 1, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- May 1, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- May 1, 2009:** Provide appropriate remediation activities
Person: Teachers and support staff
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)
- May 2, 2009:** Schedule time on a regular basis to review assessment results
Person: Teachers
Activity: Alloting time to analyze and review benchmark data; this time should be consistently scheduled so th
- May 2, 2009:** Analyze benchmarks
Person: Teachers
Activity: Support staff and teachers will provide remediation for students who do not pass the assessment(s)

- May 5, 2009:** Research sponge activities
Person: Teachers
Activity: daily sponge activities
- May 8, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- May 8, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- May 8, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- May 15, 2009:** Scan benchmarks
Person: William Hefler
Activity: Administer benchmark assessments
- May 15, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- May 15, 2009:** Determine % of teachers administering benchmark assessments
Person: Joyce Akridge
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Determine % of teachers submitting lesson plans that follow IPS Pacing Guides
Person: Joyce Akridge
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Determine % of teachers who implement lesson plans that follow IPS Pacing Guides
Person: Joyce Akridge
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- May 15, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- May 22, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides
- May 22, 2009:** Review plans
Person: Joyce Akridge
Activity: Submit lesson plans that follow the IPS Pacing Guides
- May 22, 2009:** Write plans and submit them
Person: Teachers
Activity: Submit lesson plans that follow the IPS Pacing Guides
- May 29, 2009:** Implement lessons
Person: Teachers
Activity: Classroom lessons that follow the IPS Pacing Guides

May 30, 2009: Implement appropriate sponge activities

Person: Teachers

Activity: daily sponge activities

Curriculum Mapping

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

Person: Joyce Akridge

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

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

Person: Joyce Akridge

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

Jun 13, 2008: Mapping Cross Grade-Level

Person: Joyce Akridge

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

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

Person: Joyce Akridge

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

Early Childhood Assistance

, **2008:** vary meeting times and dates

Person: Kindergarten team

Activity: Fear of time commitment

, **2008:** A translator will be provided at workshops

Person: Kim Lyons

Activity: Language barrier for non-English speaking parents

, **2008:** All parent communications sent home will be provided in Spanish

Person: Kim Lyons

Activity: Language barrier for non-English speaking parents

Aug , 2008: Gather sign-in forms from meetings, count attendance

Person: Elaine Burns

Activity: Collect baseline data

Aug , 2008: Survey Parents

Person: Karen Wilson

Activity: Collect baseline data

Aug 20, 2008: Send out letter informant parents about meeting

Person: Kindergarten Team

Activity: Parent meeting for Early Childhood Assistance

Oct 12, 2008: Create an invitation to send to parents

Person: Kim Lyons

Activity: Parent Workshop

Oct 15, 2008: Send out invitations

Person: Kim Lyons

Activity: Parent Workshop

Oct 23, 2008: Gather materials needed for workshop

Person: Kindergarten Team

Activity: Parent Workshop

Nov 2, 2008: Workshop to keep parents directed on skills and standards being taught. Ideas for activities to reinforce at home
Person: Kim Lyons, Kindergarten Team
Activity: Parent Workshop

Dec 15, 2008: Create an invitation to send out to Kindergarten Parents
Person: Kim Lyons
Activity: Parent Workshop

Dec 20, 2008: Hold a meeting to explain the Kindergarten Indiana Academic Standards, and offer strategies to help children prepare. Discuss how preschool prepares children for Kindergarten
Person: Kindergarten Team
Activity: Parent meeting for Early Childhood Assistance

Jan , 2009: forms from meetings, count attendance
Person: Elaine Burns
Activity: Collect first semester/trimester follow up data

Jan , 2009: send out survey
Person: Karen Wilson
Activity: Collect first semester/trimester follow up data

Jan 5, 2009: Send out invitations to parents
Person: Kim Lyons
Activity: Parent Workshop

Jan 15, 2009: Workshop to keep parents directed on skills and standards being taught. Ideas for activities to reinforce at home
Person: Kim Lyons/ Kindergarten Team
Activity: Parent Workshop

Jan 20, 2009: Parent Survey
Person: Karen Wilson
Activity: Parent meeting for Early Childhood Assistance

Feb 13, 2009: Gather materials needed for workshop
Person: Kindergarten Team
Activity: Parent Workshop

Feb 17, 2009: create an invitation to send to Kindergarten Parents
Person: Kim Lyons
Activity: Parent Workshop

Feb 28, 2009: Gather materials needed for Parents
Person: Kindergarten Team
Activity: Parent Workshop

Mar 3, 2009: Workshop to keep parents directed on skills and standards being taught. Ideas for activities to reinforce at home
Person: Kim Lyons, Kindergarten Team
Activity: Parent Workshop

Mar 22, 2009: Send out invitation to parents
Person: Kim Lyons
Activity: Parent Workshop

Apr 12, 2009: Gather materials needed for workshop
Person: Kindergarten Team
Activity: Parent Workshop

Apr 27, 2009: Create an invitation to send out to parents
Person: Kim Lyons
Activity: Parent Workshop

May , 2009: forms from meetings, count attendance
Person: Elaine Burns
Activity: Collect final semester/trimester follow up data

May , 2009: send out 2nd survey
Person: Karen Wilson
Activity: Collect final semester/trimester follow up data

May 5, 2009: Send out invitation to parents
Person: Kim Lyons
Activity: Parent Workshop

May 15, 2009: Workshop to keep parents directed on skills and standards being taught. Ideas for activities for summer reinforcement of skills taught
Person: Kim Lyons, Kindergarten Team
Activity: Parent Workshop

Extended Learning Activities

Apr , 2008: Write tutoring/transportation into the Title 1 Plan
Person: Title I Team
Activity: Write tutoring into the Title I plan

Apr 25, 2008: Approval of Administration
Person: Title I Team
Activity: Write tutoring into the Title I plan

May , 2008: Turn into the Title I Office
Person: Title I Team
Activity: Write tutoring into the Title I plan

May 10, 2008: Administer teacher survey: Do you believe the tutoring math activities are meaningful?
Person: Judy Blaydes
Activity: Collect Baseline Data

May 10, 2008: Administer teacher survey: Do you believe the tutoring reading activities are meaningful?
Person: Judy Blaydes
Activity: Collect Baseline Data

Aug , 2008: Write designated contracts/turn into Title 1 office for follow up for approval
Person: Title 1 Team
Activity: Secure Funding

Aug , 2008: Attend Title 1 Compliance Meeting
Person: Title 1 Team/Principal
Activity: Title 1 Compliance and Regulations for Tutoring

Aug , 2008: Request of Snacks with Pre-approval from Titole 1 for October 2008-December 2008
Person: Principal/Asst Principal
Activity: Write tutoring into the Title I plan

Aug , 2008: Request of Snacks with Pre-approval from Titole 1 for October 2008-December 2008
Person: Principal/Asst Principal
Activity: Write tutoring into the Title I plan

Aug , 2008: Request of Snacks with Pre-approval from Titole 1 for October 2008-December 2008
Person: Principal/Asst Principal
Activity: Write tutoring into the Title I plan

- Sep , 2008:** Meet with tutors to review procedures and documentation
Person: Title 1 Team/Principal
Activity: Title 1 Compliance and Regulations for Tutoring
- Sep , 2008:** Buy/Prepare area to store snacks for October 2008-December 2008
Person: Principal/Asst. Principal
Activity: Write tutoring into the Title I plan
- Sep , 2008:** Buy/Prepare area to store snacks for October 2008-December 2008
Person: Principal/Asst. Principal
Activity: Write tutoring into the Title I plan
- Sep , 2008:** Buy/Prepare area to store snacks for October 2008-December 2008
Person: Principal/Asst. Principal
Activity: Write tutoring into the Title I plan
- Sep , 2008:** Follow up request for October 2008-December 2008
Person: Principal/Asst. Principal
Activity: Write tutoring into the Title I plan
- Sep , 2008:** Follow up request for October 2008-December 2008
Person: Principal/Asst. Principal
Activity: Write tutoring into the Title I plan
- Sep , 2008:** Follow up request for October 2008-December 2008
Person: Principal/Asst. Principal
Activity: Write tutoring into the Title I plan
- Sep , 2008:** Set the dates
Person: Title 1 Team, Principal
Activity: Write tutoring into the Title I plan
- Sep 5, 2008:** Submit bus request 14 working days in advance with dates
Person: Assistant Principal
Activity: Transportation
- Oct , 2008:** Make roster for tutoring
Person: Karen Wilson, Kristi Dray, Stephanie Johnson
Activity: Select students for tutoring
- Oct , 2008:** Send home explanation of program and permission slips
Person: Karen Wilson, Kristi Dray, Stephanie Johnson
Activity: Select students for tutoring
- Oct , 2008:** Call transportation at 12 pm to verify bus arrival at 5 pm the first day of Extended Day
Person: Assistant Principal
Activity: Transportation
- Oct , 2008:** Follow up on request 1 week before with addresses for a route
Person: Assistant Principal
Activity: Transportation
- Oct , 2008:** Follow up on request 1 week before with addresses for a route
Person: Assistant Principal
Activity: Transportation
- Oct , 2008:** Followup with transportation the day before extended day starts
Person: Assistant Principal
Activity: Transportation

Nov , 2008: Approval of Administration
Person: Principal
Activity: Write tutoring into the Title I plan

Nov , 2008: Write additional days for tutoring into the Title 1 Plan if Amendment Funds are available
Person: Title 1 Team
Activity: Write tutoring into the Title I plan

Dec , 2008: Certificate at end of session
Person: Title 1 Team
Activity: Reward for enrolling/sustaining attendance in program

Dec , 2008: Email payroll the teacher hours and send Title 1 copy of attendance for snack verification
Person: Kristi Dray
Activity: Secure Funding

Dec , 2008: Turn in receipt for snacks the Title 1 Office for reimbursement with attendance sheets
Person: Kristi Dray, Asst. Principal
Activity: Write tutoring into the Title I plan

Dec , 2008: Turn in receipt for snacks the Title 1 Office for reimbursement with attendance sheets
Person: Kristi Dray, Asst. Principal
Activity: Write tutoring into the Title I plan

Dec , 2008: Turn in receipt for snacks the Title 1 Office for reimbursement with attendance sheets
Person: Kristi Dray, Asst. Principal
Activity: Write tutoring into the Title I plan

Dec 1, 2008: Administer teacher survey: Do you believe the tutoring math activities are meaningful?
Person: Judy Blaydes
Activity: Collect first semester/trimester follow up data

Dec 1, 2008: Administer teacher survey: Do you believe the tutoring reading activities are meaningful?
Person: Judy Blaydes
Activity: Collect first semester/trimester follow up data

Jan , 2009: Tutoring teachers to review procedures and documentation
Person: Title 1 Team, Principal
Activity: Title 1 Compliance and Regulations for Tutoring

Jan , 2009: Submit bus request 14 working days in advance with dates
Person: Assistant Principal
Activity: Transportation

Jan , 2009: Submit bus request 14 working days in advance with dates
Person: Assistant Principal
Activity: Transportation

Jan , 2009: Request of snacks with pre-approval from Title 1 for March 2009-May 2009
Person:
Activity: Write tutoring into the Title I plan

Jan , 2009: Request of snacks with pre-approval from Title 1 for March 2009-May 2009
Person: Principal
Activity: Write tutoring into the Title I plan

Jan , 2009: Request of snacks with pre-approval from Title 1 for March 2009-May 2009
Person: Principal
Activity: Write tutoring into the Title I plan

Feb , 2009: Follow-up request of snacks with pre-approval from Title 1 for March 2009-May 2009
Person: Principal/Asst Principal
Activity: Write tutoring into the Title I plan

Mar , 2009: Make tutoring roster
Person: Karen Wilson, Kristi Dray, Stephanie Johnson
Activity: Select students for tutoring

Mar , 2009: Send home explanation of program and permission slips
Person: Karen Wilson, Kristi Dray, Stephanie Johnson
Activity: Select students for tutoring

Mar , 2009: Call transportation at 12 pm to verify bus arrival at 5 pm the first day of extended day
Person: Asstistant Principal
Activity: Transportation

Mar , 2009: Call transportation at 12 pm to verify bus arrival at 5 pm the first day of extended day
Person: Asstistant Principal
Activity: Transportation

Mar , 2009: Follow up on request 1 week before with addresses for a route
Person: Assistant Principal
Activity: Transportation

Mar , 2009: Follow up on request 1 week before with addresses for a route
Person: Assistant Principal
Activity: Transportation

Mar , 2009: Follow up with transportation the day before extended day starts
Person: Assistant Principal
Activity: Transportation

Mar , 2009: Follow up with transportation the day before extended day starts
Person: Assistant Principal
Activity: Transportation

Mar , 2009: Buy/prepare area to store snacks fro March 2009-May 2009.
Person: Principal/Assistant Principal
Activity: Write tutoring into the Title I plan

May , 2009: Certificate at end of session
Person: Title 1 Team
Activity: Reward for enrolling/sustaining attendance in program

May , 2009: Email payroll the teacher hours and send Title 1 copy of attendance for snack verficiation.
Person: Kristi Dray
Activity: Secure Funding

May , 2009: Turn in receipt for snacks to the Title 1 office for reimbursement with attendance sheets.
Person: Kristi Dray, Asst. Principal
Activity: Write tutoring into the Title I plan

May 1, 2009: Administer teacher survey: Do you believe the tutoring math activities are meaningful?
Person: Judy Blaydes
Activity: Collect final semester/trimester follow up data

May 1, 2009: Administer teacher survey: Do you believe the tutoring reading activities are meaningful?
Person: Judy Blaydes
Activity: Collect final semester/trimester follow up data

Focused Instruction / Curriculum

Mar 11, 2008: Collect STPT Meeting Notes

Person: Sheilah Lyles

Activity: Collect baseline data

Mar 11, 2008: Collect Student Writing submitted by teachers

Person: Sheilah Lyles

Activity: Collect baseline data

Mar 11, 2008: Collect Writing Data Sheets

Person: Sheilah Lyles

Activity: Collect baseline data

Mar 11, 2008: Survey Teachers about use of best practices in math instruction

Person: Jenni Mansell

Activity: Collect baseline data

Mar 11, 2008: How many days each week does your class practice math facts?

Person: Judy Blaydes

Activity: Collect baseline data through a teacher survey

Mar 11, 2008: How often do you have your students complete ORQs?

Person: Judy Blaydes

Activity: Collect baseline data through a teacher survey

Mar 11, 2008: How often do you use graphic organizers during the week?

Person: Judy Blaydes

Activity: Collect baseline data through a teacher survey

Mar 14, 2008: How many days a week do you have your students work on solving higher order thinking problems in math?

Person: Nick Meyer

Activity: Collect baseline data

May 11, 2008: Survey Teachers about use of best practices in reading instruction

Person: Jenni Mansell

Activity: Collect baseline data

May 20, 2008: Has the use of daily literature logs improved the Reading Comprehension of your students?

Person: Sheilah Lyles

Activity: Collect baseline data

May 20, 2008: Survey teachers: Do you use new reading comprehension strategies in your weekly lesson planning?

Person: Sheilah Lyles

Activity: Collect baseline data

Aug 1, 2008: Research UNRAAVEL for use in math

Person: Assistant Principal

Activity: UNRAAVEL Math Test Taking Skills 2-6

Aug 1, 2008: Research UNRAAVEL Reading Comprehension

Person: Assistant Principal

Activity: UNRAAVEL Reading Comprehension Test Taking Skills 2-6

Aug 1, 2008: Research UNRAAVEL

Person: Assistant Principal

Activity: UNRAAVEL Test Taking Skills

Aug 8, 2008: Newly hired teachers will receive training in the 6+1 Writing Method.

Person: Sheilah Lyles

Activity: Training of Newly Hired Teachers in 6+1 Writing Method

- Aug 11, 2008:** Teachers will receive an overview of the 6+1 Writing Program focusing on organization, ideas, conventions and sentence fluency.
Person: Sheilah Lyles
Activity: Review of 6+1 Writing for all Teachers
- Aug 13, 2008:** Compile a list of essential vocabulary words and activities to accompany the fluency reads
Person: Sheilah Lyles
Activity: Reading Fluency
- Aug 13, 2008:** Compile a notebook of grade-level appropriate one-minute reads
Person: Judy Blaydes/Classroom Teachers
Activity: Reading Fluency
- Aug 13, 2008:** Continue use of DIBELS strategies
Person: Sheilah Lyles/Classroom Teachers
Activity: Reading Fluency
- Aug 13, 2008:** Implement 1 minute fluency reads
Person: Classroom Teachers/Sheilah Lyles
Activity: Reading Fluency
- Aug 13, 2008:** Compile a list of essential vocabulary words and activities to accompany them
Person: Sheilah Lyles
Activity: Reading Fluency K-6
- Aug 13, 2008:** Continue use of DIBELS Strategies
Person: Sheilah Lyles
Activity: Reading Fluency K-6
- Aug 13, 2008:** Implement 1 minute fluency reads
Person: Sheilah Lyles
Activity: Reading Fluency K-6
- Aug 13, 2008:** What percentage of the week do you use Think Alouds?
Person: Reading Coach - Sheilah Lyles
Activity: Teacher Survey
- Aug 14, 2008:** Staff training for the strategies of Processes involved in reading
Person: Reading Coach - Sheilah Lyles
Activity: Focused Instruction--Reading Comprehension: Processes Involved in Reading (Voyager - Reading for Und
- Aug 18, 2008:** Institute daily math fact practice grades 2 - 6
Person: Amanda Faulkner
Activity: Math Fact Sense 1-6
- Aug 18, 2008:** Plan starting date for first grade Math Facts
Person: Amanda Faulkner
Activity: Math Fact Sense 1-6
- Aug 20, 2008:** Daily one-minute tests
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Aug 22, 2008:** Plan for teaching UNRAAVEL in math
Person: Jenni Mansell
Activity: UNRAAVEL Math Test Taking Skills 2-6
- Aug 22, 2008:** Plan for teaching UNRAAVEL with Reading Comprehension
Person: Jenni Mansell
Activity: UNRAAVEL Reading Comprehension Test Taking Skills 2-6

Aug 22, 2008: Plan for teaching UNRAAVEL

Person: Joyce James

Activity: UNRAAVEL Test Taking Skills

Aug 29, 2008: Grade level chairs will collect grade-level samples and discuss a sample from each classroom at STPT meetings. At these meetings ideas for next month's writing prompt will be shared.

Person: Grade-Level Chair

Activity: Collecting Monthly Samples

Aug 29, 2008: Compile binder of graphic organizers

Person: Judy Blaydes

Activity: Graphic Organizers

Aug 29, 2008: Compile Math Graphic Organizer Binder K-6

Person: Sarah Bosk

Activity: Math Graphic Organizers K-6

Aug 29, 2008: Compile Reading Graphic Organizer Binder K-6

Person: Sarah Bosk

Activity: Reading Graphic Organizers K-6

Aug 31, 2008: Teachers will share if they are having any difficulty concerning a particular aspect of problem solving

Person: Teachers

Activity: Sharing of Problem Solving Lessons/Activities

Aug 31, 2008: Teachers will share successful problem solving techniques during STPT meetings

Person: Teachers

Activity: Sharing of Problem Solving Lessons/Activities

Sep 3, 2008: Professional Development review of Oral Response Question writing

Person: Kathy Stephens

Activity: Focused Instruction--Special Education: Review Activities with Teachers

Sep 3, 2008: Remind Staff of Fact Fluency activities

Person: Seema Khan

Activity: Focused Instruction--Special Education: Review Activities with Teachers

Sep 3, 2008: Review of DIBELS strategies

Person: Sheilah Lyles

Activity: Focused Instruction--Special Education: Review Activities with Teachers

Sep 3, 2008: Share graphic organizer binder with staff

Person: Judy Blaydes

Activity: Focused Instruction--Special Education: Review Activities with Teachers

Sep 3, 2008: UNRAAVEL Inservice

Person: Joyce James

Activity: Focused Instruction--Special Education: Review Activities with Teachers

Sep 3, 2008: Share binder with staff during staff meeting

Person: Judy Blaydes

Activity: Graphic Organizers

Sep 3, 2008: Share Math Binder with staff during a staff meeting K-6

Person: Sarah Bosk

Activity: Math Graphic Organizers K-6

Sep 3, 2008: Share Math Graphic Organizer/Problem Solving Binder with staff during a staff meeting K-6

Person: Sarah Bosk

Activity: Math Inservice

- Sep 3, 2008:** UNRAAVEL Inservice for Math
Person: Jenni Mansell
Activity: Math Inservice
- Sep 3, 2008:** Make binder of math ORQ's available to all staff
Person: Jenny Skelton
Activity: Math Open Response/Problem Solving Question 2-6
- Sep 3, 2008:** Professional Development Review of math ORQ writing
Person: Kathy Stephens
Activity: Math Open Response/Problem Solving Question 2-6
- Sep 3, 2008:** Make binder of ORQ's available to all staff
Person: Judy Blaydes
Activity: Open Response Questions
- Sep 3, 2008:** Professional Development of ORQ's writing
Person: Kathy Stephens
Activity: Open Response Questions
- Sep 3, 2008:** Share Reading Binder with staff during a staff meeting K-6
Person: Sarah Bosk
Activity: Reading Graphic Organizers K-6
- Sep 3, 2008:** Professional Development Review of ORQ/literary response writing
Person: Kathy Stephens
Activity: Reading Inservice
- Sep 3, 2008:** Review of DIBELS Strategies
Person: Sheilah Lyles
Activity: Reading Inservice
- Sep 3, 2008:** Share Reading Comprehension Graphic Organizer Binder with staff during a staff meeting K-6
Person: Sarah Bosk
Activity: Reading Inservice
- Sep 3, 2008:** UNRAAVEL Inservice
Person: Jenni Mansell
Activity: Reading Inservice
- Sep 3, 2008:** Make binder of reading ORQ/literary response questions available to all staff
Person: Jenny Skelton
Activity: Reading Open Response/Literary Response Question 2-6
- Sep 3, 2008:** Professional Development Review of ORQ/literary response writing
Person: Kathy Stephens
Activity: Reading Open Response/Literary Response Question 2-6
- Sep 3, 2008:** Provide Professional Development on UNRAAVEL and how to use it with math
Person: Jenni Mansell
Activity: UNRAAVEL Math Test Taking Skills 2-6
- Sep 3, 2008:** Provide Professional Development on UNRAAVEL in Reading Comprehension
Person: Jenni Mansell
Activity: UNRAAVEL Reading Comprehension Test Taking Skills 2-6
- Sep 3, 2008:** Provide Professional Development on UNRAAVEL
Person: Joyce James
Activity: UNRAAVEL Test Taking Skills

- Sep 7, 2008:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade Level Chair
Activity: STPT for Comprehension Strategy Planning
- Sep 8, 2008:** Administrative Observation during math
Person: Principal/Assistant Principal
Activity: UNRAAVEL Math Test Taking Skills 2-6
- Sep 8, 2008:** Administrative Observation during reading
Person: Principal/Assistant Principal
Activity: UNRAAVEL Reading Comprehension Test Taking Skills 2-6
- Sep 8, 2008:** Administrative observation
Person: Principal/Asst.Principal
Activity: UNRAAVEL Test Taking Skills
- Sep 14, 2008:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs
Person: Reading Coach - Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ORQ's
- Sep 15, 2008:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Sep 15, 2008:** Plan for PD on problem solving writing with teachers
Person: Nick Meyer/Julie Corbett
Activity: Problem Solving in Math
- Sep 20, 2008:** Staff training - how to use Think Aloud Codes
Person: Reading Coach - Sheilah Lyles
Activity: Focused Instruction--Reading Comprehension: Think Aloud Strategies (Voyager - Reading for Understan
- Sep 26, 2008:** Collect monthly samples of ORQ's for Math per teacher
Person: Principal/ Assistant Principal
Activity: Math Open Response/Problem Solving Question 2-6
- Sep 26, 2008:** Collect monthly samples of ORQ's for Math, Social Studies, Science, & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Sep 26, 2008:** Collect monthly samples of ORQ's for reading per teacher
Person: Joyce Akridge
Activity: Reading Open Response/Literary Response Question 2-6
- Sep 30, 2008:** Provide teachers with strategies in writing and implementing problem solving into the curriculum daily
Person: Nick Meyer/Julie Corbett
Activity: Problem Solving in Math
- Oct 1, 2008:** Attend "Focus on Ideas" training provided by the district
Person: Principal
Activity: 6+1 Principal Training: Focus on Ideas
- Oct 1, 2008:** Using State Standards/Indicators teachers will learn to pose questions in math which elicit higher-order thinking
Person: Nick Meyer
Activity: Focused Instruction--Math Problem Solving: Writing effective problem solving questions
- Oct 3, 2008:** Grade level chairs will collect grade-level samples and discuss a sample from each classroom at STPT meetings. At these meetings ideas for next month's writing prompt will be shared.
Person: Grade-Level Chair
Activity: Collecting Monthly Samples

- Oct 3, 2008:** K-6 will participate in bi-weekly problem solving scrimmage
Person: Assistant Principal
Activity: Problem Solving in Math
- Oct 3, 2008:** Keep binder of bi-weekly problems by grade-level
Person: Assistant Principal
Activity: Problem Solving in Math
- Oct 5, 2008:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Oct 5, 2008:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Oct 7, 2008:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade Level Chair
Activity: STPT for Comprehension Strategy Planning
- Oct 13, 2008:** Students will learn how to use the read aloud codes to improve Reading Comprehension
Person: Reading Coach - Sheilah Lyles and Principal - Joyce Akridge
Activity: Read Aloud Codes
- Oct 15, 2008:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Oct 15, 2008:** Staff training - Think Aloud Codes
Person: Reading Coach - Sheilah Lyles
Activity: Focused Instruction--Reading Comprehension: Think Aloud Codes (Voyager - Reading for Understanding)
- Oct 15, 2008:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Oct 15, 2008:** Discuss rationale behind each Activity
Person: Sarah Bosk
Activity: Staff Discussion
- Oct 15, 2008:** Discuss rationale behind each Activity
Person: Sarah Bosk
Activity: Staff Discussion
- Oct 15, 2008:** List Pro's and Con's of each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Oct 15, 2008:** List Pro's and Con's of each Activity
Person: Sarah Bosk
Activity: Staff Discussion
- Oct 15, 2008:** List Pro's and Con's of each Activity
Person: Sarah Bosk
Activity: Staff Discussion
- Oct 24, 2008:** Collect monthly samples of ORQ's for Math, Reading, Science, Social Studies per teacher
Person: Principal/ Assistant Principal
Activity: Math Open Response/Problem Solving Question 2-6

- Oct 24, 2008:** Collect monthly samples of ORQ's for Math, Social Studies, Science, & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Oct 24, 2008:** Collect monthly samples of ORQ's for reading per teacher
Person: Joyce Akridge
Activity: Reading Open Response/Literary Response Question 2-6
- Oct 31, 2008:** Grade level chairs will collect grade-level samples and discuss a sample from each classroom at STPT meetings. At these meetings ideas for next month's writing prompt will be shared.
Person: Grade-Level Chair
Activity: Collecting Monthly Samples
- Nov 1, 2008:** Provide "Focus on Ideas" training for teachers
Person: Principal
Activity: 6+1 Principal Training: Focus on Ideas
- Nov 1, 2008:** Teachers will develop students skills in the area of ideas.
Person: Classroom Teacher
Activity: Introduce "Focus on Ideas" to students.
- Nov 1, 2008:** List pro's and con's of activity
Person: Nick Meyer/Assistant Principal
Activity: Staff meeting debriefing
- Nov 1, 2008:** List strategies to improve bi-weekly problem solving effectiveness
Person: Nick Meyer/Assistant Principal
Activity: Staff meeting debriefing
- Nov 2, 2008:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Nov 2, 2008:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Nov 7, 2008:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade Level Chair
Activity: STPT for Comprehension Strategy Planning
- Nov 13, 2008:** Students will learn how to use the read aloud codes to improve Reading Comprehension
Person: Reading Coach - Sheilah Lyles and Principal - Joyce Akridge
Activity: Read Aloud Codes
- Nov 15, 2008:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Nov 15, 2008:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Nov 15, 2008:** List "Pros and Cons" of each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Nov 27, 2008:** Collect monthly samples of ORQ's for Math, Reading, Science, Social Studies per teacher
Person: Principal/ Assistant Principal
Activity: Math Open Response/Problem Solving Question 2-6

- Nov 27, 2008:** Collect monthly samples of ORQ's for Math, Social Studies, Science, & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Nov 27, 2008:** Collect monthly samples of ORQ's for reading per teacher
Person: Joyce Akridge
Activity: Reading Open Response/Literary Response Question 2-6
- Nov 29, 2008:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Nov 29, 2008:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Dec 1, 2008:** Attend "Focus on Organization" training provided by the district
Person: Principal
Activity: 6+1 Principal Training: Focus on Organization
- Dec 1, 2008:** Teachers will continue to work on the strategies which were introduced in previous months.
Person: Classroom Teacher
Activity: Carry-over and reinforce strategies from previous months
- Dec 4, 2008:** Grade level chairs will collect grade-level samples and discuss a sample from each classroom at STPT meetings. At these meetings ideas for next month's writing prompt will be shared.
Person: Grade-Level Chair
Activity: Collecting Monthly Samples
- Dec 5, 2008:** Collect Student Writing submitted by teachers
Person: Sheliah Lyles
Activity: Collect first semester/trimester follow up data
- Dec 7, 2008:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade Level Chair
Activity: STPT for Comprehension Strategy Planning
- Dec 10, 2008:** Collect STPT Meeting Notes
Person: Sheilah Lyles
Activity: Collect first semester/trimester follow up data
- Dec 11, 2008:** How many days a week do you have your students work on solving higher order thinking problems in math?
Person: Wendy Brickley
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** Collect Writing Data Sheets
Person: Amanda Galloway
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** Survey Teachers about use of best practices in math instruction
Person: Janae Tsu
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** Survey Teachers about use of best practices in reading instruction
Person: Janae Tsu
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** How many days each week does your class practice math facts
Person: Seema Khan
Activity: Collect first semester/trimester follow up data through a teacher survey

- Dec 12, 2008:** How often do you have your students complete ORQs?
Person: Seema Khan
Activity: Collect first semester/trimester follow up data through a teacher survey
- Dec 12, 2008:** How often do you use graphic organizers during the week?
Person: Seema Khan
Activity: Collect first semester/trimester follow up data through a teacher survey
- Dec 12, 2008:** How often do you use UNRAAVEL as a strategy to help your students comprehend?
Person: Seema Khan
Activity: Collect first semester/trimester follow up data through a teacher survey
- Dec 13, 2008:** Has the use of daily literature logs improved the Reading Comprehension of your students?
Person: Sheilah Lyles
Activity: Collect first semester/trimester follow up data
- Dec 13, 2008:** Survey teachers: Do you use new reading comprehension strategies in your weekly lesson planning?
Person: Sheilah Lyles
Activity: Collect first semester/trimester follow up data
- Dec 13, 2008:** Students will learn how to use the read aloud codes to improve Reading Comprehension
Person: Reading Coach - Sheilah Lyles and Principal - Joyce Akridge
Activity: Read Aloud Codes
- Dec 15, 2008:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Dec 15, 2008:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Dec 15, 2008:** List "Pros and Cons" of each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Dec 26, 2008:** Collect monthly samples of ORQ's for Math, Reading, Science, Social Studies per teacher
Person: Principal/ Assistant Principal
Activity: Math Open Response/Problem Solving Question 2-6
- Dec 26, 2008:** Collect monthly samples of ORQ's for Math, Social Studies, Science, & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Dec 26, 2008:** Collect monthly samples of ORQ's for reading per teacher
Person: Joyce Akridge
Activity: Reading Open Response/Literary Response Question 2-6
- Dec 28, 2008:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Dec 28, 2008:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Jan 2, 2009:** Grade level chairs will collect grade-level samples and discuss a sample from each classroom at STPT meetings. At these meetings ideas for next month's writing prompt will be shared.
Person: Grade-Level Chair
Activity: Collecting Monthly Samples

- Jan 5, 2009:** Provide "Focus on Organization" training for teachers
Person: Principal
Activity: 6+1 Principal Training: Focus on Organization
- Jan 5, 2009:** Teacher will develop students' skills in the area of organization.
Person: Classroom Teacher
Activity: Introduce "Focus on Organization" to students
- Jan 7, 2009:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade Level Chair
Activity: STPT for Comprehension Strategy Planning
- Jan 13, 2009:** Students will learn how to use the read aloud codes to improve Reading Comprehension
Person: Reading Coach - Sheilah Lyles and Principal - Joyce Akridge
Activity: Read Aloud Codes
- Jan 15, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Jan 15, 2009:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Jan 15, 2009:** List "Pros and Cons" of each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Jan 23, 2009:** Collect monthly samples of ORQ's for Math, Reading, Science, Social Studies per teacher
Person: Principal/ Assistant Principal
Activity: Math Open Response/Problem Solving Question 2-6
- Jan 23, 2009:** Collect monthly samples of ORQ's for Math, Social Studies, Science, & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Jan 23, 2009:** Collect monthly samples of ORQ's for reading per teacher
Person: Joyce Akridge
Activity: Reading Open Response/Literary Response Question 2-6
- Jan 30, 2009:** Grade level chairs will collect grade-level samples and discuss a sample from each classroom at STPT meetings. At these meetings ideas for next month's writing prompt will be shared.
Person: Grade-Level Chair
Activity: Collecting Monthly Samples
- Feb 1, 2009:** Attend "Focus on Sentence Fluency" training provided by the district
Person: Principal
Activity: 6+1 Principal Training: Focus on Sentence Fluency
- Feb 1, 2009:** Teachers will continue to work on the strategies which were introduced in previous months.
Person: Classroom Teacher
Activity: Carry-over and reinforce strategies from previous months
- Feb 1, 2009:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Feb 1, 2009:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities

- Feb 7, 2009:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade Level Chair
Activity: STPT for Comprehension Strategy Planning
- Feb 13, 2009:** Students will learn how to use the read aloud codes to improve Reading Comprehension
Person: Reading Coach - Sheilah Lyles and Principal - Joyce Akridge
Activity: Read Aloud Codes
- Feb 15, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Feb 15, 2009:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Feb 15, 2009:** List "Pros and Cons" of each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Feb 20, 2009:** Collect monthly samples of ORQ's for Math, Reading, Science, Social Studies per teacher
Person: Principal/ Assistant Principal
Activity: Math Open Response/Problem Solving Question 2-6
- Feb 20, 2009:** Collect monthly samples of ORQ's for Math, Social Studies, Science, & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Feb 20, 2009:** Collect monthly samples of ORQ's for reading per teacher
Person: Joyce Akridge
Activity: Reading Open Response/Literary Response Question 2-6
- Feb 27, 2009:** Grade level chairs will collect grade-level samples and discuss a sample from each classroom at STPT meetings. At these meetings ideas for next month's writing prompt will be shared.
Person: Grade-Level Chair
Activity: Collecting Monthly Samples
- Mar 1, 2009:** Provide "Focus on Sentence Fluency training for teachers
Person: Principal
Activity: 6+1 Principal Training: Focus on Sentence Fluency
- Mar 1, 2009:** Teachers will develop students' skills in the area sentence fluency.
Person: Classroom Teacher
Activity: Introduce "Focus on Sentence Fluency" to students
- Mar 1, 2009:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Mar 1, 2009:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Mar 2, 2009:** Students participate in a Jeopardy classroom challenge
Person: Reading Coach - Sheilah Lyles and Committee Members
Activity: School Wide Jeopardy Comprehension Challenge
- Mar 7, 2009:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade Level Chair
Activity: STPT for Comprehension Strategy Planning

- Mar 13, 2009:** Students will learn how to use the read aloud codes to improve Reading Comprehension
Person: Reading Coach - Sheilah Lyles and Principal - Joyce Akridge
Activity: Read Aloud Codes
- Mar 15, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Mar 15, 2009:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Mar 15, 2009:** List "Pros and Cons" of each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Mar 27, 2009:** Collect monthly samples of ORQ's for Math, Reading, Science, Social Studies per teacher
Person: Principal/ Assistant Principal
Activity: Math Open Response/Problem Solving Question 2-6
- Mar 27, 2009:** Collect monthly samples of ORQ's for Math, Social Studies, Science, & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Mar 27, 2009:** Collect monthly samples of ORQ's for reading per teacher
Person: Joyce Akridge
Activity: Reading Open Response/Literary Response Question 2-6
- Apr 1, 2009:** Attend "Focus on Conventions" training provided by the district.
Person: Principal
Activity: 6+1 Training: Focus on Conventions
- Apr 1, 2009:** Teachers will continue to work on the strategies which were introduced in previous months.
Person: Classroom Teacher
Activity: Carry-over and reinforce strategies from previous months
- Apr 3, 2009:** Grade level chairs will collect grade-level samples and discuss a sample from each classroom at STPT meetings. At these meetings ideas for next month's writing prompt will be shared.
Person: Grade-Level Chair
Activity: Collecting Monthly Samples
- Apr 5, 2009:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Apr 5, 2009:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Apr 7, 2009:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade Level Chair
Activity: STPT for Comprehension Strategy Planning
- Apr 13, 2009:** Students will learn how to use the read aloud codes to improve Reading Comprehension
Person: Reading Coach - Sheilah Lyles and Principal - Joyce Akridge
Activity: Read Aloud Codes
- Apr 14, 2009:** How often did you use the Think Aloud Codes...a) Never b) Sometimes c) Often
Person: Reading Coach - Sheilah Lyles
Activity: Teacher Survey

- Apr 15, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Apr 15, 2009:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Apr 15, 2009:** List "Pros and Cons" of each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Apr 24, 2009:** Collect monthly samples of ORQ's for Math, Reading, Science, Social Studies per teacher
Person: Principal/ Assistant Principal
Activity: Math Open Response/Problem Solving Question 2-6
- Apr 24, 2009:** Collect monthly samples of ORQ's for Math, Social Studies, Science, & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Apr 24, 2009:** Collect monthly samples of ORQ's for reading per teacher
Person: Joyce Akridge
Activity: Reading Open Response/Literary Response Question 2-6
- May 1, 2009:** Provide "Focus on Conventions" training for teachers
Person: Principal
Activity: 6+1 Training: Focus on Conventions
- May 1, 2009:** Grade level chairs will collect grade-level samples and discuss a sample from each classroom at STPT meetings. At these meetings ideas for next month's writing prompt will be shared.
Person: Grade-Level Chair
Activity: Collecting Monthly Samples
- May 1, 2009:** Teachers will develop students' skills in the area of conventions.
Person: Classroom Teachers
Activity: Introduce "Focus on Conventions" to students
- May 3, 2009:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- May 3, 2009:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- May 5, 2009:** Collect STPT Meeting Notes
Person: Sheilah Lyles
Activity: Collect final semester/trimester follow up data
- May 5, 2009:** Collect Student Writing submitted by teachers
Person: Sheliah Lyles
Activity: Collect final semester/trimester follow up data
- May 7, 2009:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade Level Chair
Activity: STPT for Comprehension Strategy Planning
- May 8, 2009:** Collect Writing Data Sheets
Person: William Hefler
Activity: Collect final semester/trimester follow up data

- May 8, 2009:** How many days a week do you have your students work on solving higher order thinking problems in math?
Person: Laura Rominger
Activity: Collect final semester/trimester follow up data
- May 8, 2009:** Survey Teachers about use of best practices in math instruction
Person: Sarah Bosk
Activity: Collect final semester/trimester follow up data
- May 8, 2009:** Survey Teachers about use of best practices in reading instruction
Person: Sarah Bosk
Activity: Collect final semester/trimester follow up data
- May 8, 2009:** How many days each week does your class practice math facts?
Person: Dialma Rivera
Activity: Collect final semester/trimester follow up data through a teacher survey
- May 8, 2009:** How often do you have your students complete ORQs?
Person: Dialma Rivera
Activity: Collect final semester/trimester follow up data through a teacher survey
- May 8, 2009:** How often do you use graphic organizers during the week?
Person: Dialma Rivera
Activity: Collect final semester/trimester follow up data through a teacher survey
- May 8, 2009:** How often do you use UNRAAVEL as a strategy to help your students comprehend?
Person: Dialma Rivera
Activity: Collect final semester/trimester follow up data through a teacher survey
- May 12, 2009:** Has the use of daily literature logs improved the Reading Comprehension of your students?
Person: Sheilah Lyles
Activity: Collect final semester/trimester follow up data
- May 12, 2009:** Survey teachers: Do you use new reading comprehension strategies in your weekly lesson planning?
Person: Sheilah Lyles
Activity: Collect final semester/trimester follow up data
- May 13, 2009:** Students will learn how to use the read aloud codes to improve Reading Comprehension
Person: Reading Coach - Sheilah Lyles and Principal - Joyce Akridge
Activity: Read Aloud Codes
- May 15, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- May 15, 2009:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- May 15, 2009:** List "Pros and Cons" of each activity
Person: Judy Blaydes
Activity: Staff Discussion
- May 29, 2009:** Collect monthly samples of ORQ's for reading per teacher
Person: Joyce Akridge
Activity: Reading Open Response/Literary Response Question 2-6
- May 31, 2009:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities

May 31, 2009: Teachers will share successful problem solving techniques during STPT meetings

Person: Teachers

Activity: Sharing of Problem Solving Lessons/Activities

Mar 11, 2010: How often do you use UNRAAVEL as a strategy to help your students comprehend?

Person: Judy Blaydes

Activity: Collect baseline data through a teacher survey

Parent Involvement

, **2008:** Allow teacher's children to attend the school events

Person: Principal

Activity: Time commitment from teachers to attend parent activities

, **2008:** Provide incentive for attendance at after school events

Person: Principal

Activity: Time commitment from teachers to attend parent activities

Aug 6, 2008: Prepare invitations and distribute by mail to families

Person: Kristi Dray

Activity: Ice Cream Social

Aug 8, 2008: Inform teacher of date and ask for help with serving, greeting, and speakers

Person: Kristi Dray

Activity: Ice Cream Social

Aug 10, 2008: Buy paper supplies and ice cream supplies

Person: Kristi Dray

Activity: Ice Cream Social

Aug 11, 2008: Send telephone reminder via Connect-Ed

Person: Mrs. Akridge

Activity: Ice Cream Social

Aug 12, 2008: Ice Cream Social

Person: Kristi Dray and volunteer teachers

Activity: Ice Cream Social

Aug 12, 2008: Set up gymnasium with serving and dining tables

Person: Kristi Dray

Activity: Ice Cream Social

Aug 13, 2008: Get donations from local stores for prizes

Person: Parent Liaison

Activity: Bingo for Books Grades K-3

Aug 25, 2008: Plan with principal to set dates and agenda items for staff meetings and PBA days

Person: Parent Liaison

Activity: Parent Liaison workshops for staff focusing on parent involvement

Aug 25, 2008: Call company to schedule the carnival

Person: Amber Rush

Activity: Spring Carnival

Aug 27, 2008: Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages

Person: Parent Liaison and Kristi Dray

Activity: Collect baseline data on monthly events

Aug 27, 2008: Prepare informational packets for staff members to be distributed at teacher workshops

Person: Parent Liaison

Activity: Parent Liaison workshops for staff focusing on parent involvement

- Aug 28, 2008:** Create flyer that includes date, time, and other pertinent information about open house
Person: Diane Neidermeier
Activity: Open House
- Aug 28, 2008:** Attend district workshops lead by Parent Informational Resource Center (PIRC)
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Sep 2, 2008:** Send flyer home with students
Person: Diane Neidermeier
Activity: Open House
- Sep 2, 2008:** Secure a list of intensive DIBELS students at the beginning of each month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Sep 2, 2008:** Keep accurate records of all telephone calls and home visits on a monthly basis
Person: Parent Liaison
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Sep 2, 2008:** Call homes of intensive DIBELS students to make an appointment
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Sep 2, 2008:** Look at possibilities for program and select one
Person: Jo Brickley
Activity: Winter Music Program
- Sep 3, 2008:** Call parents of intensive DIBELS students throughout the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Sep 3, 2008:** Conduct informational workshops to staff at teacher's meetings
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Sep 3, 2008:** Prepare strategy packets for parents to use with intensive students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Sep 3, 2008:** Familiarize yourself with program and jot down ideas
Person: Jo Brickley
Activity: Winter Music Program
- Sep 4, 2008:** Provide child care by licensed teachers at parent events if needed
Person: Parent Liaison and Title I staff
Activity: Child care for parents
- Sep 4, 2008:** Vary the meeting dates and times
Person: Parent Liaison
Activity: Fear of time committment from parents
- Sep 4, 2008:** Provide an ESL translator at parent events
Person: Sarah Bosk
Activity: Language barrier for non-English speaking parents
- Sep 4, 2008:** Monthly meetings with Title I Parent Facilitator will provide on going staff development for all Parent Liaisons
Person: Audrey Taylor
Activity: Parent Involement: Monthly Parent Liaison Professional Development

- Sep 4, 2008:** Parent Liaison will conduct a parent workshop monthly
Person: Parent Liaison
Activity: Parent Involvement: Monthly parent workshops
- Sep 4, 2008:** Title I staff at each school will provide Parent Liaisons with materials, ideas, and instructions for monthly work packets that will be taken to parents during home visits
Person: Title I staff
Activity: Parent Involvement: Monthly parent workshops
- Sep 4, 2008:** Visit homes of intensive DIBELS students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Sep 5, 2008:** Send reminder about Open House
Person: Diane Neidermeier
Activity: Open House
- Sep 10, 2008:** Send reminder message to parents via Connect-Ed
Person: Mrs. Akridge
Activity: Open House
- Sep 11, 2008:** Open House
Person: All staff
Activity: Open House
- Sep 12, 2008:** Prepare an agenda and parent sign-in sheets
Person: Title I staff
Activity: Title I Annual Meeting
- Sep 12, 2008:** Prepare flyer for students to take home to family
Person: Title I staff
Activity: Title I Annual Meeting
- Sep 15, 2008:** Prepare copies of the Student-Parent-School compact and the Title 1 brochure for distribution at the meeting
Person: Title I staff
Activity: Title I Annual Meeting
- Sep 17, 2008:** Distribute parent information flyers to students to take home
Person: Title I staff
Activity: Title I Annual Meeting
- Sep 22, 2008:** Collect all data from surveys
Person: Betsy Woodward, Parent Liaison, and Kristi Dray
Activity: Collect baseline data on surveys
- Sep 22, 2008:** Plan with principal to set dates and agenda items for staff meetings and PBA days
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Sep 22, 2008:** Send reminder note home notifying parents of meeting
Person: Title I staff
Activity: Title I Annual Meeting
- Sep 23, 2008:** buy refreshments to serve
Person: Title I staff
Activity: Title I Annual Meeting
- Sep 24, 2008:** Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages
Person: Parent Liaison and Kristi Dray
Activity: Collect baseline data on monthly events

- Sep 24, 2008:** Prepare informational packets for staff members to be distributed at teacher workshops
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Sep 24, 2008:** Title I Annual meeting
Person: Title I staff
Activity: Title I Annual Meeting
- Sep 25, 2008:** Attend district workshops lead by Parent Informational Resource Center (PIRC)
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Sep 29, 2008:** Record data on computer
Person: Betsy Woodward, Parent Liaison, and Kristi Dray
Activity: Collect baseline data on surveys
- Sep 29, 2008:** Report telephone calls and home visits to Minetta Richardson in the Title I office
Person: Tracey Pendleton
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Oct 1, 2008:** Call parents of intensive DIBELS students throughout the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Oct 1, 2008:** Conduct informational workshops to staff at teacher's meetings
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Oct 1, 2008:** Call homes of intensive DIBELS students to make an appointment
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Oct 1, 2008:** Share ideas with principal and discuss expectations
Person: Jo Brickley
Activity: Winter Music Program
- Oct 2, 2008:** Provide child care by licensed teachers at parent events if needed
Person: Parent Liaison and Title I staff
Activity: Child care for parents
- Oct 2, 2008:** Vary the meeting dates and times
Person: Parent Liaison
Activity: Fear of time committment from parents
- Oct 2, 2008:** Provide an ESL translator at parent events
Person: Sarah Bosk
Activity: Language barrier for non-English speaking parents
- Oct 2, 2008:** Monthly meetings with Title I Parent Facilitator will provide on going staff development for all Parent Liaisons
Person: Audrey Taylor
Activity: Parent Involement: Monthly Parent Liaison Professional Development
- Oct 2, 2008:** Parent Liaison will conduct a parent workshop monthly
Person: Parent Liaison
Activity: Parent Involvement: Monthly parent workshops
- Oct 2, 2008:** Title I staff at each school will provide Parent Liaisons with materials, ideas, and instructions for monthly work packets that will be taken to parents during home visits
Person: Title I staff
Activity: Parent Involvement: Monthly parent workshops

- Oct 2, 2008:** Secure a list of intensive DIBELS students at the beginning of each month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Oct 2, 2008:** Prepare strategy packets for parents to use with intensive students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Oct 3, 2008:** Visit homes of intensive DIBELS students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Oct 6, 2008:** Recieve packet of materials from the District
Person: Karen Wilson
Activity: Parents-in-Touch
- Oct 7, 2008:** Keep accurate records of all telephone calls and home visits on a monthly basis
Person: Parent Liaison
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Oct 7, 2008:** Make timeline and copy materials for the classroom teachers
Person: Karen Wilson
Activity: Parents-in-Touch
- Oct 8, 2008:** Meet with teachers and discuss time line and distribute materials
Person: Karen Wilson
Activity: Parents-in-Touch
- Oct 10, 2008:** Teachers will send home Parents-In-Touch brochure, flyer announcing date, and conference preference time
Person: Karen Wilson
Activity: Parents-in-Touch
- Oct 13, 2008:** Begin scheduling sibling conference times received from teachers
Person: Karen Wilson
Activity: Parents-in-Touch
- Oct 17, 2008:** Send reminder sheet home with students who have not brought back a conference preference time
Person: Karen Wilson and classroom teachers
Activity: Parents-in-Touch
- Oct 22, 2008:** Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages
Person: Parent Liaison and Kristi Dray
Activity: Collect baseline data on monthly events
- Oct 22, 2008:** Plan with principal to set dates and agenda items for staff meetings and PBA days
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Oct 22, 2008:** Complete conference schedule for the rest of your students
Person: teachers
Activity: Parents-in-Touch
- Oct 23, 2008:** Attend district workshops lead by Parent Informational Resource Center (PIRC)
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Oct 27, 2008:** Prepare informational packets for staff members to be distributed at teacher workshops
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement

- Oct 27, 2008:** Begin holding conferences and have parents sign-in on sheet
Person: teachers
Activity: Parents-in-Touch
- Oct 28, 2008:** Give the front office a copy of the conference schedule
Person: teachers
Activity: Parents-in-Touch
- Oct 29, 2008:** Parents-in-Touch conference day
Person: teachers
Activity: Parents-in-Touch
- Oct 30, 2008:** Create list of students for recognition in citizenship, attendance, and honor roll and turn into the principal
Person: Classroom teachers
Activity: Nine weeks award recognition
- Nov 2, 2008:** Report telephone calls and home visits to Minetta Richardson in the Title I office
Person: Tracey Pendleton
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Nov 3, 2008:** Create a template and type in names of students on award certificates
Person: Mrs. Akridge and secretaries
Activity: Nine weeks award recognition
- Nov 3, 2008:** Secure a list of intensive DIBELS students at the beginning of each month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Nov 3, 2008:** Keep accurate records of all telephone calls and home visits on a monthly basis
Person: Parent Liaison
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Nov 3, 2008:** Call homes of intensive DIBELS students to make an appointment
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Nov 3, 2008:** Decide if accompaniment will be CD, hired help, or tape. If CD is selected, make a back up
Person: Jo Brickley
Activity: Winter Music Program
- Nov 4, 2008:** Organize pencils and awards by classroom
Person: Mrs. Akridge and secretaries
Activity: Nine weeks award recognition
- Nov 4, 2008:** Call parents of intensive DIBELS students throughout the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Nov 4, 2008:** Conduct informational workshops to staff at teacher's meetings
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Nov 4, 2008:** Prepare strategy packets for parents to use with intensive students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Nov 4, 2008:** Make copies of script and lyrics to hand out to participants
Person: Jo Brickley
Activity: Winter Music Program

- Nov 5, 2008:** Provide child care by licensed teachers at parent events if needed
Person: Parent Liaison and Title I staff
Activity: Child care for parents
- Nov 5, 2008:** Give parents and community members paper copies of parents survey
Person: Betsy Woodward, Kristi Dray, and Tracey Pendleton
Activity: Collect first semester/trimester follow up data on surveys
- Nov 5, 2008:** Vary the meeting dates and times
Person: Parent Liaison
Activity: Fear of time committment from parents
- Nov 5, 2008:** Provide an ESL translator at parent events
Person: Sarah Bosk
Activity: Language barrier for non-English speaking parents
- Nov 5, 2008:** Awards Recognition hold K-3 in the morning and 4-6 in the afternoon
Person: Classroom teachers
Activity: Nine weeks award recognition
- Nov 5, 2008:** Monthly meetings with Title I Parent Facilitator will provide on going staff development for all Parent Liaisons
Person: Audrey Taylor
Activity: Parent Involvement: Monthly Parent Liaison Professional Development
- Nov 5, 2008:** Parent Liaison will conduct a parent workshop monthly
Person: Parent Liaison
Activity: Parent Involvement: Monthly parent workshops
- Nov 5, 2008:** Title I staff at each school will provide Parent Liaisons with materials, ideas, and instructions for monthly work packets that will be taken to parents during home visits
Person: Title I staff
Activity: Parent Involvement: Monthly parent workshops
- Nov 5, 2008:** Visit homes of intensive DIBELS students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Nov 5, 2008:** Assign each song to a class or group, remove or add songs as needed
Person: Jo Brickley
Activity: Winter Music Program
- Nov 5, 2008:** Create a timeline and check items off as you go (save for future performances)
Person: Jo Brickley
Activity: Winter Music Program
- Nov 6, 2008:** Distribute student surveys and collect data
Person: Betsy Woodward, Kristi Dray, and Tracey Pendleton
Activity: Collect first semester/trimester follow up data on surveys
- Nov 6, 2008:** adapt songs and script as needed
Person: Jo Brickley
Activity: Winter Music Program
- Nov 7, 2008:** collect all data from surveys
Person: Betsy Woodward, Kristi Dray, and Tracey Pendleton
Activity: Collect first semester/trimester follow up data on surveys
- Nov 10, 2008:** Prepare sign-in sheet and agenda prior to event
Person: Parent Liaison
Activity: Bingo for Books Grades K-3

- Nov 11, 2008:** Secure door prizes such as school supplies
Person: Mrs. Akridge and parent liaison
Activity: Bingo for Books Grades K-3
- Nov 12, 2008:** Record data on computer
Person: Betsy Woodward, Kristi Dray, and Tracey Pendleton
Activity: Collect first semester/trimester follow up data on surveys
- Nov 12, 2008:** Turn in parent sign-in sheets and information at the bottom of your conference schedule
Person: Karen Wilson
Activity: Parents-in-Touch
- Nov 13, 2008:** send out communication to parents via flyer
Person: Parent Liaison
Activity: Bingo for Books Grades K-3
- Nov 17, 2008:** Follow up with a phone call from connect-ed
Person: Mrs. Akridge
Activity: Bingo for Books Grades K-3
- Nov 19, 2008:** Prepare Bingo cards and markers
Person: Parent Liaison
Activity: Bingo for Books Grades K-3
- Nov 19, 2008:** Purchase refreshments
Person: Kristi Dray
Activity: Bingo for Books Grades K-3
- Nov 20, 2008:** Bingo for Books
Person: Parent Liaison and volunteer teachers
Activity: Bingo for Books Grades K-3
- Nov 23, 2008:** Plan with principal to set dates and agenda items for staff meetings and PBA days
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Nov 25, 2008:** Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages
Person: Parent Liaison and Kristi Dray
Activity: Collect baseline data on monthly events
- Nov 25, 2008:** Prepare informational packets for staff members to be distributed at teacher workshops
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Nov 26, 2008:** Attend district workshops lead by Parent Informational Resource Center (PIRC)
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Nov 30, 2008:** Report telephone calls and home visits to Minetta Richardson in the Title I office
Person: Tracey Pendleton
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Dec 1, 2008:** Call homes of intensive DIBELS students to make an appointment
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Dec 2, 2008:** Secure a list of intensive DIBELS students at the beginning of each month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly

- Dec 2, 2008:** Keep accurate records of all telephone calls and home visits on a monthly basis
Person: Parent Liaison
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Dec 2, 2008:** Prepare strategy packets for parents to use with intensive students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Dec 3, 2008:** Call parents of intensive DIBELS students throughout the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Dec 3, 2008:** Conduct informational workshops to staff at teacher's meetings
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Dec 3, 2008:** Visit homes of intensive DIBELS students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Dec 3, 2008:** Make and send home announcements to students' families
Person: Jo Brickley
Activity: Winter Music Program
- Dec 4, 2008:** Provide child care by licensed teachers at parent events if needed
Person: Parent Liaison and Title I staff
Activity: Child care for parents
- Dec 4, 2008:** Vary the meeting dates and times
Person: Parent Liaison
Activity: Fear of time committment from parents
- Dec 4, 2008:** Provide an ESL translator at parent events
Person: Sarah Bosk
Activity: Language barrier for non-English speaking parents
- Dec 4, 2008:** Monthly meetings with Title I Parent Facilitator will provide on going staff development for all Parent Liaisons
Person: Audrey Taylor
Activity: Parent Involement: Monthly Parent Liaison Professional Development
- Dec 4, 2008:** Parent Liaison will conduct a parent workshop monthly
Person: Parent Liaison
Activity: Parent Involvement: Monthly parent workshops
- Dec 4, 2008:** Title I staff at each school will provide Parent Liaisons with materials, ideas, and instructions for monthly work packets that will be taken to parents during home visits
Person: Title I staff
Activity: Parent Involvement: Monthly parent workshops
- Dec 10, 2008:** Ask for teacher help
Person: Jo Brickley
Activity: Winter Music Program
- Dec 10, 2008:** Assign someone to take pictures and video of performance
Person: Jo Brickley
Activity: Winter Music Program
- Dec 10, 2008:** Make a program for performance and assign someone to hand out at doors
Person: Jo Brickley
Activity: Winter Music Program

- Dec 12, 2008:** Decide and practice how students will enter and exit stage and risers
Person: Jo Brickley
Activity: Winter Music Program
- Dec 15, 2008:** Do a dress rehearsal performance for non-participants
Person: Jo Brickley
Activity: Winter Music Program
- Dec 16, 2008:** Prepare Gymnasium for performance
Person: Jo Brickley and custodians
Activity: Winter Music Program
- Dec 16, 2008:** Winter Music Performance
Person: Jo Brickley
Activity: Winter Music Program
- Dec 24, 2008:** Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages
Person: Parent Liaison and Kristi Dray
Activity: Collect baseline data on monthly events
- Dec 29, 2008:** Report telephone calls and home visits to Minetta Richardson in the Title I office
Person: Tracey Pendleton
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Dec 30, 2008:** Keep accurate records of all telephone calls and home visits on a monthly basis
Person: Parent Liaison
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Jan 1, 2009:** Provide child care by licensed teachers at parent events if needed
Person: Parent Liaison and Title I staff
Activity: Child care for parents
- Jan 1, 2009:** Vary the meeting dates and times
Person: Parent Liaison
Activity: Fear of time commitment from parents
- Jan 1, 2009:** Monthly meetings with Title I Parent Facilitator will provide on going staff development for all Parent Liaisons
Person: Audrey Taylor
Activity: Parent Involvement: Monthly Parent Liaison Professional Development
- Jan 1, 2009:** Parent Liaison will conduct a parent workshop monthly
Person: Parent Liaison
Activity: Parent Involvement: Monthly parent workshops
- Jan 1, 2009:** Title I staff at each school will provide Parent Liaisons with materials, ideas, and instructions for monthly work packets that will be taken to parents during home visits
Person: Title I staff
Activity: Parent Involvement: Monthly parent workshops
- Jan 5, 2009:** Choose what grade level will attend and Select appropriate movie
Person: Diane Neidermeier and parent liaison
Activity: Family Movie Night
- Jan 5, 2009:** Create flyer describing date, time, and location for movie night in both English and Spanish
Person: Diane Neidermeier and parent liaison
Activity: Family Movie Night
- Jan 5, 2009:** Secure a list of intensive DIBELS students at the beginning of each month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly

- Jan 5, 2009:** Call homes of intensive DIBELS students to make an appointment
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Jan 6, 2009:** Ask volunteers to stay and help with refreshments and door greetings
Person: Diane Neidermeier and parent liaison
Activity: Family Movie Night
- Jan 6, 2009:** Call parents of intensive DIBELS students throughout the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Jan 6, 2009:** Prepare strategy packets for parents to use with intensive students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Jan 7, 2009:** Visit homes of intensive DIBELS students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Jan 7, 2009:** Create a timeline and check items off as you go (save for future performances)
Person: Jo Brickley
Activity: Spring Music Program
- Jan 7, 2009:** Look at possibilities for program and select one
Person: Jo Brickley
Activity: Spring Music Program
- Jan 8, 2009:** Provide an ESL translator at parent events
Person: Sarah Bosk
Activity: Language barrier for non-English speaking parents
- Jan 8, 2009:** Create list of students for honor roll, citizenship, and Perfect attendance and turn into the principal
Person: Classroom teachers
Activity: Nine weeks award recognition
- Jan 8, 2009:** Familiarize yourself with program and jot down ideas
Person: Jo Brickley
Activity: Spring Music Program
- Jan 9, 2009:** Create award certificate template and type in names of students
Person: Secretary, and Mrs. Akridge
Activity: Nine weeks award recognition
- Jan 13, 2009:** Organize awards and pencils by classroom
Person: Secretary, and Mrs. Akridge
Activity: Nine weeks award recognition
- Jan 14, 2009:** Awards ceremony hold K-3 in morning and 4-6 in the afternoon
Person: Mrs. Akridge and teachers
Activity: Nine weeks award recognition
- Jan 21, 2009:** Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages
Person: Parent Liaison and Kristi Dray
Activity: Collect baseline data on monthly events
- Jan 21, 2009:** Plan with principal to set dates and agenda items for staff meetings and PBA days
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement

- Jan 22, 2009:** Send flyer home with students
Person: Diane Neidermeier and parent liaison
Activity: Family Movie Night
- Jan 22, 2009:** Attend district workshops lead by Parent Informational Resource Center (PIRC)
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Jan 24, 2009:** Buy refreshments
Person: Kristi Dray
Activity: Family Movie Night
- Jan 26, 2009:** Prepare informational packets for staff members to be distributed at teacher workshops
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Jan 27, 2009:** Follow up with a reminder phone call via Connect-Ed
Person: Mrs. Akridge
Activity: Family Movie Night
- Jan 29, 2009:** Family Movie Night
Person: Diane Neidermeier and parent liaison and teacher volunteers
Activity: Family Movie Night
- Jan 29, 2009:** prepare refreshments and set up gymnasium with movie equipment
Person: Kristi Dray, parent liaison, Nick Meyer
Activity: Family Movie Night
- Feb 2, 2009:** Secure musical entertainment and guest speakers
Person: Parent Liaison
Activity: Donuts for Dads
- Feb 2, 2009:** Report telephone calls and home visits to Minetta Richardson in the Title I office
Person: Tracey Pendleton
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Feb 2, 2009:** Call homes of intensive DIBELS students to make an appointment
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Feb 3, 2009:** Secure a list of intensive DIBELS students at the beginning of each month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Feb 3, 2009:** Keep accurate records of all telephone calls and home visits on a monthly basis
Person: Parent Liaison
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Feb 3, 2009:** Prepare strategy packets for parents to use with intensive students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Feb 4, 2009:** Communicate plans to principal and Title I staff
Person: Parent Liaison
Activity: Donuts for Dads
- Feb 4, 2009:** Call parents of intensive DIBELS students throughout the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly

- Feb 4, 2009:** Conduct informational workshops to staff at teacher's meetings
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Feb 4, 2009:** Visit homes of intensive DIBELS students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Feb 4, 2009:** Share ideas with principal and discuss expectations
Person: Jo Brickley
Activity: Spring Music Program
- Feb 5, 2009:** Provide child care by licensed teachers at parent events if needed
Person: Parent Liaison and Title I staff
Activity: Child care for parents
- Feb 5, 2009:** Vary the meeting dates and times
Person: Parent Liaison
Activity: Fear of time commitment from parents
- Feb 5, 2009:** Provide an ESL translator at parent events
Person: Sarah Bosk
Activity: Language barrier for non-English speaking parents
- Feb 5, 2009:** Monthly meetings with Title I Parent Facilitator will provide on going staff development for all Parent Liaisons
Person: Audrey Taylor
Activity: Parent Involvement: Monthly Parent Liaison Professional Development
- Feb 5, 2009:** Parent Liaison will conduct a parent workshop monthly
Person: Parent Liaison
Activity: Parent Involvement: Monthly parent workshops
- Feb 5, 2009:** Title I staff at each school will provide Parent Liaisons with materials, ideas, and instructions for monthly work packets that will be taken to parents during home visits
Person: Title I staff
Activity: Parent Involvement: Monthly parent workshops
- Feb 6, 2009:** Prepare an agenda, parent sign-in sheet
Person: Parent Liaison
Activity: Donuts for Dads
- Feb 11, 2009:** Prepare and send out invitations to parents
Person: Parent liaison
Activity: Donuts for Dads
- Feb 17, 2009:** Follow up with a phone message via Connect-Ed
Person: Mrs. Akridge
Activity: Donuts for Dads
- Feb 17, 2009:** Purchase refreshments
Person: Parent Liaison
Activity: Donuts for Dads
- Feb 18, 2009:** Donuts for Dads
Person: Parent Liaison
Activity: Donuts for Dads
- Feb 23, 2009:** Plan what grade levels will be involved
Person: Kristi Dray and parent liaison
Activity: Family Math Night

- Feb 23, 2009:** Plan with principal to set dates and agenda items for staff meetings and PBA days
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Feb 25, 2009:** Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages
Person: Parent Liaison and Kristi Dray
Activity: Collect baseline data on monthly events
- Feb 25, 2009:** Prepare informational packets for staff members to be distributed at teacher workshops
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Feb 25, 2009:** Send a letter to teachers informing them of carnival date and ask for volunteers
Person: Amber Rush
Activity: Spring Carnival
- Feb 26, 2009:** Attend district workshops lead by Parent Informational Resource Center (PIRC)
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Mar 2, 2009:** Plan the math games to be implemented
Person: Kristi Dray and parent liaison
Activity: Family Math Night
- Mar 2, 2009:** Report telephone calls and home visits to Minetta Richardson in the Title I office
Person: Tracey Pendleton
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Mar 2, 2009:** Call homes of intensive DIBELS students to make an appointment
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Mar 2, 2009:** Decide if accompaniment will be CD, hired help, or tape. If CD is selected, make a back up
Person: Jo Brickley
Activity: Spring Music Program
- Mar 3, 2009:** Secure a list of intensive DIBELS students at the beginning of each month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Mar 3, 2009:** Keep accurate records of all telephone calls and home visits on a monthly basis
Person: Parent Liaison
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Mar 3, 2009:** Prepare strategy packets for parents to use with intensive students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Mar 3, 2009:** Make copies of script and lyrics to hand out to participants
Person: Jo Brickley
Activity: Spring Music Program
- Mar 4, 2009:** Write out directions for each math game
Person: Kristi Dray and parent liaison
Activity: Family Math Night
- Mar 4, 2009:** Call parents of intensive DIBELS students throughout the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly

- Mar 4, 2009:** Conduct informational workshops to staff at teacher's meetings
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Mar 4, 2009:** Visit homes of intensive DIBELS students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Mar 4, 2009:** Assign each song to a class or group, remove or add songs as needed
Person: Jo Brickley
Activity: Spring Music Program
- Mar 5, 2009:** Provide child care by licensed teachers at parent events if needed
Person: Parent Liaison and Title I staff
Activity: Child care for parents
- Mar 5, 2009:** Gather supplies for the individual games and prepare the games
Person: Kristi Dray and parent liaison
Activity: Family Math Night
- Mar 5, 2009:** Vary the meeting dates and times
Person: Parent Liaison
Activity: Fear of time committment from parents
- Mar 5, 2009:** Provide an ESL translator at parent events
Person: Sarah Bosk
Activity: Language barrier for non-English speaking parents
- Mar 5, 2009:** Monthly meetings with Title I Parent Facilitator will provide on going staff development for all Parent Liaisons
Person: Audrey Taylor
Activity: Parent Involement: Monthly Parent Liaison Professional Development
- Mar 5, 2009:** Parent Liaison will conduct a parent workshop monthly
Person: Parent Liaison
Activity: Parent Involvement: Monthly parent workshops
- Mar 5, 2009:** Title I staff at each school will provide Parent Liaisons with materials, ideas, and instructions for monthly work packets that will be taken to parents during home visits
Person: Title I staff
Activity: Parent Involvement: Monthly parent workshops
- Mar 5, 2009:** adapt songs and script as needed
Person: Jo Brickley
Activity: Spring Music Program
- Mar 9, 2009:** Put together a take home math packet for parents to do at home with their child
Person: Kristi Dray and parent liaison
Activity: Family Math Night
- Mar 12, 2009:** Prepare invitation and send home with students, include return slip to get a count of possible attendance
Person: Kristi Dray and parent liaison
Activity: Family Math Night
- Mar 18, 2009:** Tally a final count for Math Night
Person: Kristi Dray and parent liaison
Activity: Family Math Night
- Mar 20, 2009:** Purchase prizes and refreshments based on the number of people attending
Person: Kristi Dray and parent liaison
Activity: Family Math Night

- Mar 20, 2009:** Create list of students for honor roll, perfect attendance, and citizenship and turn into the principal
Person: Classroom teachers
Activity: Nine weeks award recognition
- Mar 23, 2009:** Family Math Night
Person: Kristi Dray and parent liaison
Activity: Family Math Night
- Mar 23, 2009:** Create awards template and type in student's names
Person: Secretary and principal
Activity: Nine weeks award recognition
- Mar 23, 2009:** Plan with principal to set dates and agenda items for staff meetings and PBA days
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Mar 24, 2009:** Secure musical entertainment and guest speakers (students should read poetry or stories written)
Person: Parent Liaison
Activity: Grandparents Day
- Mar 24, 2009:** Awards ceremony K-3 in the morning and 4-6 in the afternoon
Person: principal
Activity: Nine weeks award recognition
- Mar 24, 2009:** Organize awards and pencils by classroom
Person: Secretary and principal
Activity: Nine weeks award recognition
- Mar 25, 2009:** Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages
Person: Parent Liaison and Kristi Dray
Activity: Collect baseline data on monthly events
- Mar 25, 2009:** Communicate all plans to principal and staff members
Person: Parent Liaison
Activity: Grandparents Day
- Mar 25, 2009:** Prepare informational packets for staff members to be distributed at teacher workshops
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Mar 26, 2009:** Prepare an invitation, sign in sheet, and an agenda for grandparents
Person: Parent Liaison
Activity: Grandparents Day
- Mar 26, 2009:** Attend district workshops lead by Parent Informational Resource Center (PIRC)
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Mar 26, 2009:** Send home flyer telling of carnival date and asking for volunteers
Person: Amber Rush
Activity: Spring Carnival
- Mar 30, 2009:** Report telephone calls and home visits to Minetta Richardson in the Title I office
Person: Tracey Pendleton
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Apr 1, 2009:** Call homes of intensive DIBELS students to make an appointment
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students

- Apr 2, 2009:** Provide child care by licensed teachers at parent events if needed
Person: Parent Liaison and Title I staff
Activity: Child care for parents
- Apr 2, 2009:** Vary the meeting dates and times
Person: Parent Liaison
Activity: Fear of time commitment from parents
- Apr 2, 2009:** Monthly meetings with Title I Parent Facilitator will provide on going staff development for all Parent Liaisons
Person: Audrey Taylor
Activity: Parent Involvement: Monthly Parent Liaison Professional Development
- Apr 2, 2009:** Parent Liaison will conduct a parent workshop monthly
Person: Parent Liaison
Activity: Parent Involvement: Monthly parent workshops
- Apr 2, 2009:** Title I staff at each school will provide Parent Liaisons with materials, ideas, and instructions for monthly work packets that will be taken to parents during home visits
Person: Title I staff
Activity: Parent Involvement: Monthly parent workshops
- Apr 2, 2009:** Prepare strategy packets for parents to use with intensive students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Apr 3, 2009:** Visit homes of intensive DIBELS students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- Apr 6, 2009:** Send home invitations with students and attach an RSVP return slip
Person: Parent Liaison
Activity: Grandparents Day
- Apr 7, 2009:** Gather books for grandparents to read with their grandchildren
Person: Parent Liaison
Activity: Grandparents Day
- Apr 7, 2009:** Secure a list of intensive DIBELS students at the beginning of each month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Apr 7, 2009:** Keep accurate records of all telephone calls and home visits on a monthly basis
Person: Parent Liaison
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- Apr 8, 2009:** Call parents of intensive DIBELS students throughout the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- Apr 8, 2009:** Conduct informational workshops to staff at teacher's meetings
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Apr 8, 2009:** Make and send home announcements to students' families
Person: Jo Brickley
Activity: Spring Music Program
- Apr 9, 2009:** Provide an ESL translator at parent events
Person: Sarah Bosk
Activity: Language barrier for non-English speaking parents

- Apr 10, 2009:** Distribute paper copies of parent survey to parents and community members
Person: Betsy Woodward, Kristi Dray, and Tracey Pendleton
Activity: Collect final semester/trimester follow up data
- Apr 11, 2009:** Purchase refreshments based on the return slips
Person: Parent Liaison
Activity: Grandparents Day
- Apr 13, 2009:** Distribute student surveys and collect data
Person: Betsy Woodward, Kristi Dray, and Tracey Pendleton
Activity: Collect final semester/trimester follow up data
- Apr 13, 2009:** Send a follow up phone message via Connect-Ed
Person: Mrs. Akridge
Activity: Grandparents Day
- Apr 14, 2009:** Grandparents Day
Person: Parent Liaison
Activity: Grandparents Day
- Apr 14, 2009:** Ask for teacher help
Person: Jo Brickley
Activity: Spring Music Program
- Apr 15, 2009:** Assign someone to take pictures and video of performance
Person: Jo Brickley
Activity: Spring Music Program
- Apr 16, 2009:** Make a program for performance and assign someone to hand out at doors
Person: Jo Brickley
Activity: Spring Music Program
- Apr 20, 2009:** Record data on the computer
Person: Betsy Woodward, Kristi Dray, and Tracey Pendleton
Activity: Collect final semester/trimester follow up data
- Apr 20, 2009:** Decide and practice how students will enter and exit stage and risers
Person: Jo Brickley
Activity: Spring Music Program
- Apr 22, 2009:** Do a dress rehearsal performance for non-participants
Person: Jo Brickley
Activity: Spring Music Program
- Apr 23, 2009:** Attend district workshops lead by Parent Informational Resource Center (PIRC)
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Apr 23, 2009:** Prepare Gymnasium for performance
Person: Jo Brickley
Activity: Spring Music Program
- Apr 23, 2009:** Spring Music Performance
Person: Jo Brickley
Activity: Spring Music Program
- Apr 27, 2009:** Plan with principal to set dates and agenda items for staff meetings and PBA days
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement

- Apr 27, 2009:** Send home flyer to ask volunteers if they are still available to volunteer
Person: Amber Rush
Activity: Spring Carnival
- Apr 29, 2009:** Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages
Person: Parent Liaison and Kristi Dray
Activity: Collect baseline data on monthly events
- Apr 29, 2009:** Prepare informational packets for staff members to be distributed at teacher workshops
Person: Parent Liaison
Activity: Parent Liaison workshops for staff focusing on parent involvement
- Apr 30, 2009:** Send home volunteer letters
Person: Amber Rush
Activity: Spring Carnival
- May 1, 2009:** Call homes of intensive DIBELS students to make an appointment
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- May 1, 2009:** Call company and confirm date of carnival
Person: Amber Rush
Activity: Spring Carnival
- May 4, 2009:** Secure musical entertainment and guest speakers for event (Student should read writings dedicated to moms)
Person: Parent Liaison
Activity: Muffins for Mom
- May 4, 2009:** Secure a list of intensive DIBELS students at the beginning of the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- May 4, 2009:** Report telephone calls and home visits to Minetta Richardson in the Title I office
Person: Tracey Pendleton
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- May 4, 2009:** Make a flyer to send home explaining ticket purchase and carnival information, include a plea for donations of 2 liter bottles of pop and snack cakes
Person: Amber Rush
Activity: Spring Carnival
- May 5, 2009:** Call parents of intensive DIBELS students throughout the month
Person: Parent Liaison
Activity: Parent Liaison will call the homes of intensive DIBELS students monthly
- May 5, 2009:** Keep accurate records of all telephone calls and home visits on a monthly basis
Person: Parent Liaison
Activity: Parent Liaison will make telephone calls and home visits to intensive DIBELS students
- May 5, 2009:** Prepare strategy packets for parents to use with intensive students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students
- May 6, 2009:** Communicate all plans to the principal and Title I staff
Person: Parent Liaison
Activity: Muffins for Mom
- May 6, 2009:** Visit homes of intensive DIBELS students
Person: Parent Liaison
Activity: Parent Liaison's visits to homes of intensive DIBELS students

- May 6, 2009:** Send home flyer advertising carnival
Person: Amber Rush
Activity: Spring Carnival
- May 7, 2009:** Vary the meeting dates and times
Person: Parent Liaison
Activity: Fear of time commitment from parents
- May 7, 2009:** Provide an ESL translator at parent events
Person: Sarah Bosk
Activity: Language barrier for non-English speaking parents
- May 7, 2009:** Monthly meetings with Title I Parent Facilitator will provide on going staff development for all Parent Liaisons
Person: Audrey Taylor
Activity: Parent Involvement: Monthly Parent Liaison Professional Development
- May 7, 2009:** Parent Liaison will conduct a parent workshop monthly
Person: Parent Liaison
Activity: Parent Involvement: Monthly parent workshops
- May 7, 2009:** Title I staff at each school will provide Parent Liaisons with materials, ideas, and instructions for monthly work packets that will be taken to parents during home visits
Person: Title I staff
Activity: Parent Involvement: Monthly parent workshops
- May 8, 2009:** Sell carnival tickets in classrooms and give proceeds to Amber Rush, tickets will be distributed day of event
Person: classroom teachers
Activity: Spring Carnival
- May 12, 2009:** Prepare and send out invitations to parents
Person: Parent Liaison
Activity: Muffins for Mom
- May 13, 2009:** Prepare program, agenda, and sign-in sheets for event
Person: Parent Liaison
Activity: Muffins for Mom
- May 14, 2009:** Purchase food items to be sold
Person: Amber Rush
Activity: Spring Carnival
- May 15, 2009:** Begin set up for carnival
Person: Amber Rush and volunteers
Activity: Spring Carnival
- May 15, 2009:** Have tickets organized and ready to go the day of the event
Person: Amber Rush
Activity: Spring Carnival
- May 16, 2009:** Day of carnival, make sure all volunteers are prepared to run stations
Person: Amber Rush
Activity: Spring Carnival
- May 16, 2009:** Prepare all food items for purchase
Person: Amber Rush and volunteers
Activity: Spring Carnival
- May 16, 2009:** Spring Carnival
Person: Amber Rush
Activity: Spring Carnival

- May 17, 2009:** Purchase refreshments and paper goods for event
Person: Parent Liaison
Activity: Muffins for Mom
- May 19, 2009:** Muffins for Moms
Person: Parent Liaison
Activity: Muffins for Mom
- May 20, 2009:** Create a list of students for honor roll, citizenship, and perfect attendance and turn into the principal
Person: classroom teachers
Activity: Nine weeks award recognition
- May 22, 2009:** Prepare award certificates and pencils for each classroom
Person: classroom teachers
Activity: Nine weeks award recognition
- May 23, 2009:** Final Award Recognition for each grade level
Person: principal and classroom teachers
Activity: Nine weeks award recognition
- May 27, 2009:** Gather sign-in sheets from monthly activities, count parent and faculty attendance, figure percentages
Person: Parent Liaison and Kristi Dray
Activity: Collect baseline data on monthly events

Teacher Mentoring Program

- Aug 29, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Sep 1, 2008:** Follow the schedule of walkthroughs as developed by the IPS School District.
Person: Joyce Akridge
Activity: Collect baseline data
- Sep 1, 2008:** Attend training
Person: Joyce Akridge
Activity: Principal Walkthroughs: Focus Overview and Software Training
- Sep 2, 2008:** Presentation to staff
Person: Joyce Akridge
Activity: Principal Walkthroughs: Focus Overview and Software Training
- Sep 5, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Sep 8, 2008:** Designate "prime time" for classroom observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Sep 8, 2008:** Develop a plan that would prohibit barriers to interfere with walkthrough observations being completed.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Sep 12, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Sep 15, 2008:** Provide training for principals based on the scheduled that has been developed by the IPS School District.
Person: Joan Harrell
Activity: Collect baseline data

- Sep 19, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Sep 26, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Oct 3, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Oct 10, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Oct 15, 2008:** Principal Walkthrough Curriculum
Person: Principal
Activity: Principal Walkthrough and Mentoring
- Oct 17, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Oct 24, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Oct 30, 2008:** Teacher Mentoring Curriculum
Person: Targeted Teachers
Activity: Principal Walkthrough and Mentoring
- Oct 31, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Nov 7, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Nov 14, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Nov 15, 2008:** Principal Walkthrough Instruction
Person: Principal
Activity: Principal Walkthrough and Mentoring
- Nov 21, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Nov 28, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Nov 30, 2008:** Teacher Mentoring Instruction
Person: Targeted Teachers
Activity: Principal Walkthrough and Mentoring

- Dec 5, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Dec 12, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Dec 15, 2008:** Principal Walkthrough Looking at the Learner
Person: Principal
Activity: Principal Walkthrough and Mentoring
- Dec 18, 2008:** Analyze the data collected based on walkthrough results.
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data
- Dec 18, 2008:** Collect data based on walkthrough results.
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data
- Dec 19, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Dec 26, 2008:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Dec 30, 2008:** Teacher Mentoring Lookin at the Learner
Person: Targeted Teachers
Activity: Principal Walkthrough and Mentoring
- Jan 2, 2009:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Jan 9, 2009:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Jan 15, 2009:** Principal Walkthrough Looking at the Environment
Person: Principal
Activity: Principal Walkthrough and Mentoring
- Jan 16, 2009:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Jan 23, 2009:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Jan 30, 2009:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- Jan 30, 2009:** Principal Walkthrough Looking at the Environment
Person: Targeted Teachers
Activity: Principal Walkthrough and Mentoring

Feb 6, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Feb 13, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Feb 15, 2009: Principal Walkthrough Differentiation
Person: Principal
Activity: Principal Walkthrough and Mentoring

Feb 20, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Feb 27, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Feb 28, 2009: Principal Walkthrough Differentiation
Person: Targeted Teacher
Activity: Principal Walkthrough and Mentoring

Mar 6, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Mar 13, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Mar 15, 2009: Principal Walkthrough Analyzing Data
Person: Principal
Activity: Principal Walkthrough and Mentoring

Mar 20, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Mar 27, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Mar 31, 2009: Principal Walkthrough Analyzing Data
Person: Targeted Teacher
Activity: Principal Walkthrough and Mentoring

Apr 3, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Apr 10, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

Apr 17, 2009: Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.

- Apr 24, 2009:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- May 1, 2009:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- May 8, 2009:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- May 15, 2009:** Follow the schedule developed for walkthrough observations.
Person: Joyce Akridge
Activity: Appropriating time to effectively complete classrooms walkthroughs each day.
- May 15, 2009:** Analyze the data as based on principal walkthrough results.
Person: Joyce Akridge
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Collect data based on principal walkthrough results.
Person: Joyce Akridge
Activity: Collect final semester/trimester follow up data

Technology Coordination

- Jun 13, 2008:** Conduct professional development on ISTE for teachers
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education for Teachers
- Jun 13, 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education standards for InSAI Technology Stra
- Jun 13, 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: Mastery of International Society for Technology in Education standards for Administrators
- Aug 15, 2008:** Conduct professional development on ISTE for teachers
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education for Teachers
- Aug 15, 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education standards for InSAI Technology Stra
- Aug 15, 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: Mastery of International Society for Technology in Education standards for Administrators
- Oct , 2008:** Conduct professional development on ISTE for teachers
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education for Teachers
- Oct , 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education standards for InSAI Technology Stra
- Oct , 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: Mastery of International Society for Technology in Education standards for Administrators

- Oct 17, 2008:** Conduct professional development on ISTE for teachers
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education for Teachers
- Oct 17, 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education standards for InSAI Technology Stra
- Oct 17, 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: Mastery of International Society for Technology in Education standards for Administrators
- Dec 18, 2008:** Conduct professional development on ISTE for teachers
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education for Teachers
- Dec 18, 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education standards for InSAI Technology Stra
- Dec 18, 2008:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: Mastery of International Society for Technology in Education standards for Administrators
- Feb 19, 2009:** Conduct professional development on ISTE for teachers
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education for Teachers
- Feb 19, 2009:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education standards for InSAI Technology Stra
- Feb 19, 2009:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: Mastery of International Society for Technology in Education standards for Administrators
- Apr 23, 2009:** Conduct professional development on ISTE for teachers
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education for Teachers
- Apr 23, 2009:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: K-8 Mastery of International Society for Technology in Education standards for InSAI Technology Stra
- Apr 23, 2009:** Attend professional development for ISTE provided by the district.
Person: Joyce Akridge
Activity: Mastery of International Society for Technology in Education standards for Administrators

TESA

- Feb 21, 2009:** Attend district training
Person: District
Activity: TESA: Phase II Coordinator Training Day 1
- Feb 22, 2009:** Reflect on training
Person: Joyce Akridge
Activity: TESA: Phase II Coordinator Training Day 1

- Feb 25, 2009:** Discuss training and reflection with cohort
Person: Joyce Akridge
Activity: TESA: Phase II Coordinator Training Day 1
- Mar 3, 2009:** Plan presentation of TESA to faculty
Person: Joyce Akridge
Activity: TESA Awareness Session
- Mar 4, 2009:** Coordinate with cohort and assign duties and roles
Person: Joyce Akridge
Activity: TESA Awareness Session
- Mar 14, 2009:** Attend training session
Person: District
Activity: TESA: Phase II Coordinator Training Day 2
- Mar 16, 2009:** Reflect on training information presented
Person: Joyce Akridge
Activity: TESA: Phase II Coordinator Training Day 2
- Mar 18, 2009:** Present an initial TESA awareness session to the faculty
Person: Joyce Akridge
Activity: TESA Awareness Session
- Mar 19, 2009:** Collaborate and reflect with cohort
Person: Joyce Akridge
Activity: TESA: Phase II Coordinator Training Day 2

Continuous Improvement Timeline

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

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