

School Improvement Plan - PL221 Version - 2009-2012

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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 Schoolwide
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. 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
- Fred Gehm - Community Representative (Business)
- Lewis Goins - Teacher
- Tihesha Guthrie - Administrator
- Bill Hefler - Teacher
- Stephanie Johnson - Teacher
- Sherry Monday - Parent/Guardian
- John Risner Jr. - Community Representative
- Betsy Woodward - School Counselor

Strategy Chairs

- Joyce Akridge
- Joyce Akridge
- Judy Blaydes
- Sarah Bosk
- Kristi Dray
- Tihesha Guthrie
- Stephanie Johnson
- Sheilah Lyles
- Nick Meyer
- Karen Wilson
- 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
- Sherry Monday
- 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 - Master Mathematics Problem Solving (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77%	70%	82%	70%	73%	72%	76%		79%		81%		100%

Free/Reduced Lunch Students - Passing ISTEP English/Language Arts (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64.8%	69%	72%	74%	68%	79%		84%		89%		100%

Hispanic Students - Passing ISTEP English/Language Arts (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	53%	58%	60.3%	63%	58%	68%		73%		78%		100%

Limited English Students - Passing ISTEP English/Language Arts (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	43%	48%	57.3%	53%	59.3%	58%		63%		68%		100%

Limited English Students - Passing ISTEP Math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	52.3%	57%	60.6%	62%	78%	67%		72%		74%		100%

Special Education Students - Pass ISTEP English/LA (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	50%	55%	73%	60%	n/a	65%		70%		75%		100%

Special Education Students - Passing ISTEP Math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	60%	65%	73%	70%	n/a	75%		80%		85%		100%

Areas of Concern

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

Local Areas of Concern

Concern: Instructional Needs

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

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

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

Local Strategies

AA. Teacher Expectation and Student Achievement (TESA) —

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

BB. Administrator Walkthrough —

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

CC. Predictor & End of Semester Assessments —

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

DD. Student Graduation Plan —

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

P. Teacher Mentoring Program —

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

Required Strategies

A. Parent Involvement: Parent Liaison —

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

F. Encourage Rigorous Curriculum: Curriculum Mapping —

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

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

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

I. Focused Academic Area: Math Problem Solving —

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

I. Focused Academic Area: 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.

J. Instruction by Highly Qualified Teachers —

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

K. Attracting Highly Qualified Teachers —

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

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

Teacher training for building partnerships with families will be offered.

L. Early Childhood Transition: Transition Team —

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

M. Parent Notice - Assessment Results —

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

Q. School-Parent Involvement Policy —

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

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

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

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

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

S. School-Parent Compact —

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

T. Annual Parent Meeting —

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

U. Focused Student Group: ELL-English/Language Arts —

All teachers and ELL assistants will teach UNRAVEL 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.

U. Focused Student Group: ELL: 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.

U. Focused Student Group: Hispanic Students —

All teachers and 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 reading 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.

U. Focused Student Group: Special Education English and Math —

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. In addition, students will participate in math problem solving activities...for example, but not limited to math carousel. All of these practices will occur in the classroom setting.

U. Focused Student Group: Vocabulary Strategy (Free and Reduced Lunch Students) —

Teachers will participate in a book study with the book, *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan starting in August 2009 and ending in February. Teachers will implement those vocabulary strategies that are suitable for their grade level from March 2010 to May 2010.

W. Timely Additional Assistance: Remediation Plan —

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

Professional Development

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

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

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

AA. Teacher Expectation and Student Achievement (TESA)

Professional Development Activity	Funding	Activity Purpose
<i>TESA Awareness Session for New Administrators</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Presentation of TESA Awareness Session to new administrators in Phase IV elementary schools and previously trained schools	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA âTrainer of Trainersâ Workshop #3</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
TESA âTrainer of Trainersâ Workshop #3 for Phase IV elementary schools	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA âTrainer of Trainersâ Workshop #1</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
TESA âTrainer of Trainersâ Workshop #1 for Phase IV elementary schools	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA âTrainer of Trainersâ Workshop #4</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
TESA âTrainer of Trainersâ Workshop #4 for Phase IV elementary schools	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA âTrainer of Trainersâ Workshop #5</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
TESA âTrainer of Trainersâ Workshop #5 for Phase IV elementary schools	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA âTrainer of Trainersâ Workshop #2</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
TESA âTrainer of Trainersâ Workshop #2 for Phase IV elementary schools	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA Awareness Session for New Faculty</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Presentation of TESA Awareness Session to new faculty members (certified in Phase IV elementary schools and in previously trained schools)	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA Building Level Workshop #1</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Building level TESA Workshop #1 for Phase IV elementary schools	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
TESA Building Level Workshop #2	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Building level TESA Workshop #2 for Phase IV elementary schools	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
TESA Building Level Workshop #3	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Building level TESA Workshop #3 for Phase IV elementary schools	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
TESA Building Level Workshop #4	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Building level TESA Workshop #4 for Phase IV elementary schools	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
TESA Building Level Workshop #5	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Building level TESA Workshop #5 for Phase IV elementary schools	Teachers Counselors Administrators	Presentation/Workshop

CC. Predictor & End of Semester Assessments

Professional Development Activity	Funding	Activity Purpose
Using predictor and end of semester data to drive instruction	Source: N/A Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
During monthly Principalsâ meetings 15-30 minutes will be devoted to talking about and giving suggestions on how to utilize the data to move instruction	Administrators	Presentation/Workshop

DD. Student Graduation Plan

Professional Development Activity	Funding	Activity Purpose
<i>Introduction to the 6th Grade Graduation Plan</i>	Source: N/A Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Introduce to the Social Worker/Counselors in the school who have 6th grade students all the 6th Grade Graduation materials and required activities and timelines that must be completed by April 2010 with each student.	Counselors	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Graduation Plan Refresher Session</i>	Source: N/A Amount: \$0.00	
Brief Description	Intended Participants	Activity Format
Review with all the schoolsâ Social Worker/Counselors in the school who have 7th-12th grade students the Grade level Graduation materials and required activities and timeline that must be completed by April 2010 with each student	Counselors	Presentation/Workshop

P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Introduction to the Charlotte Danielsonâs On Line PD program</i>	Source: N/A Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Administrators, directors and Instructional coaches will receive an overview and training the Charlotte Danielsonâs On-Line PD program which allows teachers, directors, principals and/or strategy chairs to see what good instruction looks like according to the IPS Teacher Evaluation Instrument.	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Domain 2 â Classroom Management</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clip entitled âCreating a Climate of Respect and Rapportâ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handout provided.	Teachers Administrators Other	Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 2 â Classroom Management	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
â All participants will review how they used these good teaching practices learned in the previous session. â Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled âOrganizing Physical Spaceâ and âEstablishing A Culture For Learning in the Educational Impact program with the targeted teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 2 â Classroom Management	Source: n/a Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
â All participants will review how they incorporated these good teaching practices learned in the previous session. â Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled âOrganizing Physical Spaceâ and âCreating a Climate of Respect and Rapportâ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 2 â Classroom Management	Source: Amount: N/A	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
â All participants will review how they incorporated these good teaching practices learned in the previous session. â Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled âOrganizing Physical Spaceâ and âCreating a Climate of Respect and Rapportâ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 2 - Classroom Management	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>⌘ All participants will review how they incorporated these good teaching practices learned in the previous session. ⌘</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled Managing Classroom Procedures and Managing Student Behavior in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 3 - Instruction	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>⌘ Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled Communicating With Students and Demonstrating Flexibility and Responsiveness Classroom Procedures in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 3 - Instruction	Source: 0.00 Amount: \$N/A	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>⌘ All participants will review how they incorporated these good teaching practices learned in the previous session. ⌘</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clip entitled Using Questioning and Discussion Techniques in the Educational Impact program with the teachers and have discussion and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 3 - Instruction	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>⌘ All participants will review how they incorporated these good teaching practices learned in the previous session. ⌘</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clip entitled Managing Student Behaviors in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 3 - Instruction	Source: N/A Amount: \$0.0	Information Skill Building
Brief Description	Intended Participants	Activity Format
<p>⌘ All participants will review how they incorporated these good teaching practices learned in the previous session. ⌘</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clip Using Assessments In Instruction in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided</p>		

Professional Development Activity	Funding	Activity Purpose
Domain 1 - Planning and Preparation	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>⌘ Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled âDemonstrating Knowledge of Content and Pedagogyâ and âDemonstrating Knowledge Resourcesâ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 1 - Planning and Preparation	Source: N/A Amount: 0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>⌘ All participants will review how they incorporated these good teaching practices learned in the previous session. ⌘</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled âDemonstrating Knowledge of Studentsâ and âSetting Instructional Outcomesâ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 1 - Planning and Preparation	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>⌘ All participants will review how they incorporated these good teaching practices learned in the previous session. ⌘</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled âDemonstrating Knowledge of Studentsâ and âSetting Instructional Outcomesâ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Parents Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 1 - Planning and Preparation	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
<p>â€ All participants will review how they incorporated these good teaching practices learned in the previous session. â€</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled â€Demonstrating Knowledge of Studentsâ€ and â€Setting Instructional Outcomesâ€ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 4 â€ Professional Responsibilities	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>â€ Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clip entitled â€Reflecting on Teachingâ€ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 4 â€ Professional Responsibilities	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>â€ All participants will review how they incorporated these good teaching practices learned in the previous session. â€</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled â€Participating in a Professional Communityâ€ and â€Growing and Developing Professionallyâ€ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
Domain 4 â€ Professional Responsibilities	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
<p>â€ All participants will review how they incorporated these good teaching practices learned in the previous session. â€</p> <p>Principals/Directors/Instructional coaches and /or Strategy Chair will view the following Video clips entitled â€Maintaining Accurate Recordsâ€ and â€Showing Professionalismâ€ in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.</p>	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Peer Coaching Reflective Writing

A. Parent Involvement: Parent Liaison

Professional Development Activity	Funding	Activity Purpose
<i>Parent Liaison Professional Development</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Monthly meeting with the Title 1 Parent Facilitator will provide on-going staff development for all Parent Liaisons	Other	Presentation/Workshop Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Parent Workshops</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Title 1 staff at each school will provide Parent Liaisons with Materials, ideas and instructions for monthly work packets they will take to parents during home visits	Other	Other

F. Encourage Rigorous Curriculum: Curriculum Mapping

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels K-12</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Review the mapping process and how to use Rubicon Atlas software so all trainers can be trainers for each schools Language Arts teachers and will be able to assist the school staff as we start the mapping process	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking Grade Levels K-12</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Review with all Language Arts teachers at the schools the Language Arts Pacing/Consensus maps and the individual Skeleton maps and the expectations for mapping the Language Arts curriculum for daily lessons	Teachers Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels K-12</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Mapping ALL Language Arts lessons using the Individual Skeleton Maps in the Rubicon/Atlas software	Teachers	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels K-12</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Language Arts Curriculum Mapping Review Meeting	Teachers	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts Mapping and Talking in Grade Levels K-12</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
All Language Arts teachers will be consistently following the district Pacing/Consensus maps and individually mapping units of instruction in the area of Language Arts instruction.	Teachers	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Tiers III, IV and V team members will review with all Language Arts teachers the district Pacing/Con</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
During staff development meeting they will review all the components and expectations of mapping for the school year	Teachers	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Meet in STPT (Elem) or PLC (Secondary) groups</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Discuss individual maps created for first unit and make corrections, additions, deletions as needed	Teachers Administrators	Talk to Study Group Peer Coaching

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

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

Professional Development Activity	Funding	Activity Purpose
Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Vocabulary Strategies	Source: District Amount: NA	Information Skill Building
Brief Description	Intended Participants	Activity Format
After the initial overview of the 5-5-3-3 District-Wide Strategies, the principal will conduct monthly trainings on 5533 Vocabulary strategies utilizing resources from IPS Online. The staff will utilize each new strategy for an entire month with reflections presented during staff meetings at the end of each month.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
Staff Training on 5-5-3-3 District-Wide Strategies: Focus on Comprehension Strategies	Source: District Amount: NA	Information
Brief Description	Intended Participants	Activity Format
After the initial overview of the 5-5-3-3 District-Wide Strategies, the principal will conduct monthly trainings on 5533 Comprehension strategies utilizing resources from IPS Online. The staff will utilize each new strategy for an entire month with reflections presented during staff meetings at the end of each month.	Teachers	Presentation/Workshop

I. Focused Academic Area: Math Problem Solving

Professional Development Activity	Funding	Activity Purpose
Focused Instruction: Math Problem Solving: Writing effective problem solving questions	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will learn to write highly effective math problems which will ask the students to perform higher order thinking skills.	Teachers	Presentation/Workshop Peer Coaching

I. Focused Academic Area: Reading Comprehension Development

Professional Development Activity	Funding	Activity Purpose
<i>Focused Instruction: Reading Comprehension- Processes Involved in Reading for Understanding</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Staff training for the strategies of processes involved in reading	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Focused Instruction: Reading Comprehension: Think Aloud Strategies</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Staff training for the strategies of processes involved in reading, specifically "think alouds".	Teachers	Talk to Presentation/Workshop Peer Coaching

L. Early Childhood Transition: Teacher Training for Parent Involvement

Professional Development Activity	Funding	Activity Purpose
<i>How Teachers Get Parents Involved</i>	Source: N/A Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Three meetings will focus on educating educators with the assistance of parents, in the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equal partners and building ties between the parent and school.	Teachers Other	Presentation/Workshop

L. Early Childhood Transition: Transition Team

Professional Development Activity	Funding	Activity Purpose
<i>District Kdg. Meetings (Kdg. Teacher Association)</i>	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Kindergarten teachers will participate in the, monthly KTA meetings conducted by the District Kdg. coordinator and implement new ideas discussed in their classroom activities.	Teachers	Presentation/Workshop

U. Focused Student Group: ELL-English/Language Arts

Professional Development Activity	Funding	Activity Purpose
<i>Reading Inservice</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will receive an inservice on best practices in servicing ELL students during reading instruction.	Teachers	Talk to Presentation/Workshop

U. Focused Student Group: ELL: Math

Professional Development Activity	Funding	Activity Purpose
<i>Math Inservice</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will receive an inservice on best practices in servicing ELL students during mathematics instruction.	Teachers	Talk to Presentation/Workshop

U. Focused Student Group: Hispanic Students

Professional Development Activity	Funding	Activity Purpose
<i>Reading Inservice</i>	Source: N/A Amount: \$0.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will review best practices in reading to use with Hispanic Students in reading.	Teachers	Talk to Presentation/Workshop

U. Focused Student Group: Special Education English and Math

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 Feedback/Support
Brief Description	Intended Participants	Activity Format
The teachers will receive a review of modeling Open Response Question with your students, using Graphic Organizers, Math Fluency activities, and effective DIBELS interventions.	Teachers	Talk to Presentation/Workshop Peer Coaching

U. Focused Student Group: Vocabulary Strategy (Free and Reduced Lunch Students)

Professional Development Activity	Funding	Activity Purpose
Book Study	Source: N/A Amount: \$0.	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will read the book "Bringing Words to Life" by Isabel Beck, Margaret McKeown, and Linda Kucan during the first semester. Teachers will then begin to implement one strategy learned from this book during the second semester.	Teachers Administrators	Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
Book Distribution	Source: N/A Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Teachers will be given the book "Bringing Words to Life".	Teachers Counselors Administrators	Study Group

Professional Development Activity	Funding	Activity Purpose
Book Study Schedule	Source: N/A Amount: \$0.00	Information
Brief Description	Intended Participants	Activity Format
Teachers will read the book "Bringing Words to Life" by Isabel Beck, Margaret McKeown, and Linda Kucan during the first semester. They will be given a schedule to follow as their guide.	Teachers Counselors Administrators	Study Group

W. Timely Additional Assistance: Remediation Plan

Professional Development Activity	Funding	Activity Purpose
Remediation Resource Training	Source: N/A Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will be given different methods and ideas to use in their classrooms to effectively remediate their students.	Teachers Administrators	Talk to Presentation/Workshop

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Instructional Needs

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- AA. Teacher Expectation and Student Achievement (TESA)
- BB. Administrator Walkthrough
- CC. Predictor & End of Semester Assessments
- DD. Student Graduation Plan
- P. Teacher Mentoring Program
- F. Encourage Rigorous Curriculum: Curriculum Mapping

Required Areas of Concern

A. Parent Involvement (Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- L. Early Childhood Transition: Transition Team
- A. Parent Involvement: Parent Liaison

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Curriculum Mapping

I. Focused Academic Area (PL221, Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- I. Focused Academic Area: 5-5-3-3 District-Wide Strategies
- I. Focused Academic Area: Math Problem Solving
- I. Focused Academic Area: Reading Comprehension Development

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

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

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)

- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

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

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Free/Reduced Lunch Students -- Passing ISTEP English/Language Arts (AYP)
- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Hispanic Students -- Passing ISTEP English/Language Arts (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Vocabulary Strategy (Free and Reduced Lunch Students)
- U. Focused Student Group: ELL-English/Language Arts
- U. Focused Student Group: Hispanic Students
- U. Focused Student Group: Special Education English and Math
- U. Focused Student Group: ELL: Math

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:

- All Students -- Master Mathematics Problem Solving (seat data)
- Limited English Students -- Passing ISTEP English/Language Arts (AYP)
- Limited English Students -- Passing ISTEP Math (AYP)
- Special Education Students -- Pass ISTEP English/LA (AYP)

- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Remediation Plan

Force Field Excerpt

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

Description and location of curriculum:	Each teacher has a copy of the curriculum.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Predictor Tests are given to students 4 times a year. These tests are given to gage a student's strengths and weaknesses. From this data, teachers can remediate or accelerate classwork. End of Semester tests are given in December and May. These tests assess standards taught during first and second semester. They are also part of a child's final grade in math and reading.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None.	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We do not consolidate programs, we coordinate funds.	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

AA. Teacher Expectation and Student Achievement (TESA)

Jul 21, 2009: Attend TESA Awareness Session

Person: New Administrators

Activity: TESA Awareness Session for New Administrators

Aug 5, 2009: Attend TESA Awareness Session

Person: New Faculty

Activity: TESA Awareness Session for New Faculty

Sep 21, 2009: Attend TESA âTrainer of Trainersâ Workshop #1

Person: Joyce Akridge and one teacher

Activity: TESA âTrainer of Trainersâ Workshop #1

Oct 30, 2009: Conduct TESA Workshop #1

Person: Building Level TESA Trainer

Activity: TESA Building Level Workshop #1

Nov 2, 2009: Attend TESA âTrainer of Trainersâ Workshop #2

Person: Joyce Akridge and one teacher

Activity: TESA âTrainer of Trainersâ Workshop #2

Jan 22, 2010: Conduct TESA Workshop #2

Person: Building Level TESA Trainer

Activity: TESA Building Level Workshop #2

Jan 25, 2010: Attend TESA âTrainer of Trainersâ Workshop #3

Person: Joyce Akridge and one teacher

Activity: TESA âTrainer of Trainersâ Workshop #3

Mar 5, 2010: Conduct TESA Workshop #3

Person: Building Level TESA Trainer

Activity: TESA Building Level Workshop #3

Mar 8, 2010: Attend TESA âTrainer of Trainersâ Workshop #4

Person: Joyce Akridge and one teacher

Activity: TESA âTrainer of Trainersâ Workshop #4

Apr 23, 2010: Conduct TESA Workshop #4

Person: Building Level TESA Trainer

Activity: TESA Building Level Workshop #4

Apr 26, 2010: Attend TESA âTrainer of Trainersâ Workshop #5

Person: Joyce Akridge and one teacher

Activity: TESA âTrainer of Trainersâ Workshop #5

May 25, 2010: Conduct TESA Workshop #5

Person: Building Level TESA Trainer

Activity: TESA Building Level Workshop #5

CC. Predictor & End of Semester Assessments

- Jan , 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Jan 25, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Feb 22, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Mar 29, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Apr 26, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- May 19, 2009:** Collect student plans developed to work with students on intervention strategies
Person: Joyce Akridge
Activity: Collect baseline data
- May 19, 2009:** Collect the Activities developed and used to address non-mastered indicators
Person: Joyce Akridge
Activity: Collect baseline data
- May 19, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Collect baseline data
- May 31, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Jun 28, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Jul 26, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Aug , 2009:** Offer encouragement to share their expertise with others
Person: Teachers/Joyce Akridge
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Aug 27, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Aug 30, 2009:** Meet in STPT meeting to address concerns
Person: Joyce Akridge
Activity: Meet in STPT meeting to address concerns weekly
- Aug 30, 2009:** Offer encouragement to share their expertise with others
Person: Teachers/Joyce Akridge
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

- Aug 30, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Sep 3, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Sep 10, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Sep 15, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: First Semester: Collect the STPT minutes
- Sep 17, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Sep 24, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Sep 27, 2009:** Meet in STPT meeting to address concerns
Person: Joyce Akridge
Activity: Meet in STPT meeting to address concerns weekly
- Sep 27, 2009:** Offer encouragement to share their expertise with others
Person: Teachers/Joyce Akridge
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Sep 27, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Oct , 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Oct 1, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Oct 8, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Oct 15, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: First Semester: Collect the STPT minutes
- Oct 15, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Oct 20, 2009:** Develop activities for working with students on intervention activities to address non-mastered indicators
Person: Joyce Akridge
Activity: Review Predictor Test results

- Oct 22, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Oct 25, 2009:** Meet in STPT meeting to address concerns
Person: Joyce Akridge
Activity: Meet in STPT meeting to address concerns weekly
- Oct 25, 2009:** Offer encouragement to share their expertise with others
Person: Teachers/Joyce Akridge
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Oct 25, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Oct 29, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Oct 30, 2009:** At one of the STPT meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom
Person: Joyce Akridge
Activity: Using predictor and end of semester data to drive instruction
- Nov 5, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Nov 12, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Nov 15, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: First Semester: Collect the STPT minutes
- Nov 19, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Nov 26, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Nov 29, 2009:** Meet in STPT meeting to address concerns
Person: Joyce Akridge
Activity: Meet in STPT meeting to address concerns weekly
- Nov 29, 2009:** Offer encouragement to share their expertise with others
Person: Teachers/Joyce Akridge
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Nov 29, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Dec 3, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators

- Dec 10, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Dec 15, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: First Semester: Collect the STPT minutes
- Dec 17, 2009:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Dec 19, 2009:** Collect student plans developed to work with students on intervention strategies
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data
- Dec 19, 2009:** Collect the Activities developed and used to address non-mastered indicators
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data
- Dec 19, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data
- Dec 20, 2009:** Meet in STPT meeting to address concerns
Person: Joyce Akridge
Activity: Meet in STPT meeting to address concerns weekly
- Dec 27, 2009:** Offer encouragement to share their expertise with others
Person: Teachers/Joyce Akridge
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Dec 27, 2009:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Jan 7, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Jan 14, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Jan 21, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Jan 28, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Jan 30, 2010:** Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.
Person: Teachers
Activity: Review End of Semester test results
- Jan 31, 2010:** Meet in STPT meeting to address concerns
Person: Joyce Akridge
Activity: Meet in STPT meeting to address concerns weekly

- Jan 31, 2010:** Offer encouragement to share their expertise with others
Person: Teachers/Joyce Akridge
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Jan 31, 2010:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Feb 4, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Feb 11, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Feb 18, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Feb 20, 2010:** Develop activities for working with students on intervention activities to address non-mastered indicators
Person: Joyce Akridge
Activity: Review Predictor Test results
- Feb 25, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Feb 28, 2010:** Meet in STPT meeting to address concerns
Person: Joyce Akridge
Activity: Meet in STPT meeting to address concerns weekly
- Feb 28, 2010:** Offer encouragement to share their expertise with others
Person: Teachers/Joyce Akridge
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Feb 28, 2010:** Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.
Person: Teachers
Activity: Review End of Semester test results
- Feb 28, 2010:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Mar 4, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Mar 11, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Mar 18, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Mar 25, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators

- Mar 28, 2010:** Meet in STPT meeting to address concerns
Person: Joyce Akridge
Activity: Meet in STPT meeting to address concerns weekly
- Mar 28, 2010:** Offer encouragement to share their expertise with others
Person: Teachers/Joyce Akridge
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
- Mar 28, 2010:** Collect the STPT minutes
Person: Joyce Akridge
Activity: Second Semester: Collect the STPT minutes
- Mar 30, 2010:** Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.
Person: Teachers
Activity: Review End of Semester test results
- Apr 1, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Apr 8, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Apr 15, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Apr 22, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Apr 29, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- Apr 30, 2010:** Meet in STPT meeting to address concerns
Person: Joyce Akridge
Activity: Meet in STPT meeting to address concerns weekly
- Apr 30, 2010:** Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.
Person: Teachers
Activity: Review End of Semester test results
- May 7, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- May 14, 2010:** Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person: Joyce Akridge
Activity: Identify non-mastered standards and indicators
- May 19, 2010:** Collect student plans developed to work with students on intervention strategies
Person: Joyce Akridge
Activity: Collect final semester/trimester follow up data
- May 19, 2010:** Collect the Activities developed and used to address non-mastered indicators
Person: Joyce Akridge
Activity: Collect final semester/trimester follow up data

May 19, 2010: Collect the STPT minutes

Person: Joyce Akridge

Activity: Collect final semester/trimester follow up data

May 20, 2010: Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.

Person: Teachers

Activity: Review End of Semester test results

May 20, 2010: Develop activities for working with students on intervention activities to address non-mastered indicators

Person: Joyce Akridge

Activity: Review Predictor Test results

May 28, 2010: Develop sponge or bell ringers addressing non-mastered standards and indicators.

Person: Joyce Akridge

Activity: Identify non-mastered standards and indicators

DD. Student Graduation Plan

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

Person: Betsy Woodward

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

Sep 30, 2009: Attend 6th Grade Graduation Plan meeting

Person: Joan Harrell and Ginger Arvin

Activity: Introduction to the 6th Grade Graduation Plan

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

Person: Betsy Woodward

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

Oct 30, 2009: Attend Refresher Session on Graduation Plans

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

Activity: Graduation Plan Refresher Session

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

Person: Betsy Woodward

Activity: Complete a learning styles Inventory

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

Person: Betsy Woodward

Activity: 6th grade graduation plan Parent / Student meeting

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

Person: Betsy Woodward

Activity: Complete a career interest inventory

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

Person: Betsy Woodward

Activity: First Semester: Collect a checklist which indicates each student's First Semester: Collect a checklist

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

Person: Betsy Woodward

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

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

Person: Betsy Woodward/Parent Liaison

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

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

Person: Betsy Woodward

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

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

Person: Betsy Woodward

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

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

Person: Joyce Akridge

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

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

Person: Betsy Woodward/Parent Liaison

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

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

Person: Betsy Woodward

Activity: Complete the graduation plan

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

Person: Betsy Woodward

Activity: Include in the documentation a sample of a completed graduation plan form for each grade level.

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

Person: Betsy Woodward

Activity: Second Semester: Collect a verification form which has the Teachers or Social Worker/Counselors sign

Early Childhood Transition

Apr 30, 2009: Schedule Open House for Perspective Parents to visit school

Person: Kindergarten Teachers/Joyce Akridge

Activity: Open House for Perspective Parents

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

Person: Kindergarten Teachers/ Joyce Akridge

Activity: Student Transition to Elementary School

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

Person: Kdg. Teachers

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

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

Person: Linda Hogan and Joan Harrel

Activity: How Teachers Get Parents Involved

- Sep 30, 2009:** Conduct Monthly Parent Workshops for Preschool parents and Kdg. parents
Person: Parent Liaison / Kdg. Teachers
Activity: Kdg. Parent Workshops
- Oct 30, 2009:** Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)
- Oct 30, 2009:** Conduct Monthly Parent Workshops for Preschool parents and Kdg. parents
Person: Parent Liaison / Kdg. Teachers
Activity: Kdg. Parent Workshops
- Oct 30, 2009:** Schedule Open House for Perspective Parents to visit school
Person: Kindergarten Teachers/Joyce Akridge
Activity: Open House for Perspective Parents
- Nov 30, 2009:** Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)
- Dec 15, 2009:** Conduct Monthly Parent Workshops for Preschool parents and Kdg. parents
Person: Parent Liaison / Kdg. Teachers
Activity: Kdg. Parent Workshops
- Dec 20, 2009:** Meet with Head Start / Even Start etc. organizations to coordinate and integrate parent involvement programs and activities for preschool students.
Person: Kindergarten Teachers/ Joyce Akridge
Activity: Program Development
- Jan 30, 2010:** Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)
- Jan 30, 2010:** Attend workshop focusing on Teacher/Parent Partnerships
Person: Attend workshop focusing on Teacher/Parent Partnerships
Activity: How Teachers Get Parents Involved
- Jan 30, 2010:** Conduct Monthly Parent Workshops for Preschool parents and Kdg. parents
Person: Parent Liaison / Kdg. Teachers
Activity: Kdg. Parent Workshops
- Feb 28, 2010:** Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)
- Feb 28, 2010:** Conduct Monthly Parent Workshops for Preschool parents and Kdg. parents
Person: Parent Liaison / Kdg. Teachers
Activity: Kdg. Parent Workshops
- Mar 30, 2010:** Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)
- Mar 30, 2010:** Conduct Monthly Parent Workshops for Preschool parents and Kdg. parents
Person: Parent Liaison / Kdg. Teachers
Activity: Kdg. Parent Workshops
- Mar 30, 2010:** Attend workshops on Getting Ready for Kindergarten.
Person: Parent Liaison/ Kdg. Teachers
Activity: Parent Workshops

- Apr 30, 2010:** Attend monthly District Kdg. Teacher Meetings.
Person: Kdg. Teachers
Activity: District Kdg. Meetings (Kdg. Teacher Association)
- Apr 30, 2010:** Attend workshop focusing on Teacher/Parent Partnerships
Person: Attend workshop focusing on Teacher/Parent Partnerships
Activity: How Teachers Get Parents Involved
- Apr 30, 2010:** Conduct Monthly Parent Workshops for Preschool parents and Kdg. parents
Person: Parent Liaison / Kdg. Teachers
Activity: Kdg. Parent Workshops
- Apr 30, 2010:** Attend workshops on Getting Ready for Kindergarten.
Person: Parent Liaison/ Kdg. Teachers
Activity: Parent Workshops
- May 30, 2010:** Evaluations at the end of each Kdg. Parent Workshops
Person: Parent Liaison
Activity: Collect and compiled workshop evaluation data
- May 30, 2010:** Collect the log in of how many perspective kdg. parents participated in activities developed
Person: Parent liaison / Kdg. Teachers
Activity: Evaluation
- May 30, 2010:** Conduct Monthly Parent Workshops for Preschool parents and Kdg. parents
Person: Parent Liaison / Kdg. Teachers
Activity: Kdg. Parent Workshops
- May 30, 2010:** Attend workshops on Getting Ready for Kindergarten.
Person: Parent Liaison/ Kdg. Teachers
Activity: Parent Workshops

Encourage Rigorous Curriculum

- May 1, 2009:** Percentage of Language Arts teachers who have followed the district Pacing/Consensus Maps in Language by using the unit skeleton maps to develop their daily instruction strategies.
Person: Stephanie Johnson
Activity: Collect baseline data
- Aug , 2009:** During staff development meeting they will review all the components and expectations of mapping for the school year
Person: Joyce Akridge
Activity: Tiers III, IV and V team members will review with all Language Arts teachers the district Pacing/Con
- Aug 25, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Aug 30, 2009:** Teachers will map and put in the Rubicon Atlas system their individual maps
Person: Sheilah Lyles
Activity: Weekly Map units of Language Arts
- Aug 31, 2009:** Attend Review Mapping Training at their schools â Tier III, IV, V members.
Person: Joyce Akridge
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Sep , 2009:** Principal will follow the IPS progressive Discipline steps for the teacher to comply
Person: Joyce Akridge
Activity: Teacher still are not completing individual maps for Language Arts in the Rubicon Atlas system

- Sep , 2009:** Principal will speak to teacher to find out why they are not individually mapping the units in Language Arts
Person: Joyce Akridge
Activity: Teacher will not complete individual maps for Language Arts in the Rubicon/Atlas System
- Sep 1, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Sep 1, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Sep 2, 2009:** Attend Mapping Training à Tier III Group
Person: Tier III, IV and V Group members
Activity: Language Arts Mapping and Talking Grade Levels K-12
- Sep 8, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Sep 8, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Sep 15, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Sep 15, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Sep 22, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Sep 22, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Sep 27, 2009:** Teachers will map and put in the Rubicon Atlas system their individual maps
Person: Sheilah Lyles
Activity: Weekly Map units of Language Arts
- Sep 29, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Sep 29, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Oct 6, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12

- Oct 6, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Oct 13, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Oct 13, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Oct 20, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Oct 20, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Oct 25, 2009:** Teachers will map and put in the Rubicon Atlas system their individual maps
Person: Sheilah Lyles
Activity: Weekly Map units of Language Arts
- Oct 27, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Oct 27, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Nov 3, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Nov 3, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Nov 10, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Nov 10, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Nov 17, 2009:** Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Nov 17, 2009:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Nov 24, 2009: Attend STPT grade level sessions and discuss the Language Arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction

Person: All School Language Arts Teachers

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

Nov 24, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person: Joyce Akridge

Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Nov 29, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps

Person: Sheilah Lyles

Activity: Weekly Map units of Language Arts

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

Person: Sheilah Lyles

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

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

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

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

Dec 1, 2009: Percentage of Language Arts teachers who have followed the district Pacing/Consensus Maps in Language by using the unit skeleton maps to develop their daily instruction strategies.

Person: Sheilah Lyles

Activity: Collect first semester/trimester follow up data

Dec 1, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person: Joyce Akridge

Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Dec 8, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person: Joyce Akridge

Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Dec 15, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person: Joyce Akridge

Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Dec 22, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person: Joyce Akridge

Activity: Meet in STPT (Elem) or PLC (Secondary) groups

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

Person: Sheilah Lyles

Activity: Weekly Map units of Language Arts

Dec 29, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person: Joyce Akridge

Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jan 5, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person: Joyce Akridge

Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jan 12, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person: Joyce Akridge

Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jan 19, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed

Person: Joyce Akridge

Activity: Meet in STPT (Elem) or PLC (Secondary) groups

- Jan 26, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Jan 31, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
Person: All Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Jan 31, 2010:** Teachers will map and put in the Rubicon Atlas system their individual maps
Person: Sheilah Lyles
Activity: Weekly Map units of Language Arts
- Feb 2, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Feb 9, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Feb 16, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Feb 23, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Feb 28, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
Person: All Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Feb 28, 2010:** Teachers will map and put in the Rubicon Atlas system their individual maps
Person: Sheilah Lyles
Activity: Weekly Map units of Language Arts
- Mar 2, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Mar 9, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Mar 16, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Mar 23, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Mar 28, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
Person: All Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12

- Mar 28, 2010:** Teachers will map and put in the Rubicon Atlas system their individual maps
Person: Sheilah Lyles
Activity: Weekly Map units of Language Arts
- Mar 30, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Apr 6, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Apr 13, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Apr 20, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- Apr 25, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
Person: All Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12
- Apr 25, 2010:** Teachers will map and put in the Rubicon Atlas system their individual maps
Person: Sheilah Lyles
Activity: Weekly Map units of Language Arts
- Apr 27, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- May , 2010:** Teachers will print off one individual map they created during the second semester
Person: Sheilah Lyles
Activity: Second Semester: Teachers will print off one individual map they created during the second semester
- May 1, 2010:** Percentage of Language Arts teachers who have followed the district Pacing/Consensus Maps in Language by using the unit skeleton maps to develop their daily instruction strategies.
Person: Sheilah Lyles
Activity: Collect final semester/trimester follow up data
- May 4, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- May 11, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- May 18, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- May 25, 2010:** Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person: Joyce Akridge
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
- May 28, 2010:** All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
Person: All Language Arts Teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12

May 30, 2010: Teachers will map and put in the Rubicon Atlas system their individual maps
Person: Sheilah Lyles
Activity: Weekly Map units of Language Arts

Focused Academic Area

, 0: Conduct a training focusing on the Comprehension Strategy: Note-Taking and Note-Making
Person: Joyce Akridge
Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies

Dec , 2008: Has the daily use of literature logs improved reading comprehension in your students?
Person: Sheilah Lyles
Activity: Collect first semester/trimester follow up data

Mar , 2009: How many days a week do your students participate in higher-order problem solving?
Person: Nick Meyer
Activity: Collect baseline data

Mar 2, 2009: Students participate in a Jeopardy classroom challenge
Person: Sheilah Lyles/Committee Members
Activity: Schoolwide Jeopardy Comprehension Challenge

May 1, 2009: Determine % of teachers who attend training and then the strategies into their daily lessons.
Person: Joyce Akridge
Activity: Collect baseline data

May 21, 2009: Has the daily use of literature logs improved reading comprehension in your students?
Person: Sheilah Lyles
Activity: Collect baseline data

May 21, 2009: Survey Teachers: Do you use new reading comprehension strategies in your weekly lesson planning?
Person: Sheilah Lyles
Activity: Collect baseline data

Aug , 2009: What percentage of the week do you use "think alouds"?
Person: Sheilah Lyles
Activity: Teacher Survey

Aug 11, 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/Activites

Aug 11, 2009: Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites

Aug 21, 2009: Staff training for the strategies of processes involved in reading
Person: Sheilah Lyles
Activity: Focused Instruction: Reading Comprehension- Processes Involved in Reading for Understanding

Aug 30, 2009: Utilize Curriculum & Instruction Materials (power point) to review the 5â5â3â3 District-Wide Strategies. Each month, the principal will âfocusâ on one strategy in the Vocabulary and comprehension areas.
Person: Joyce Akridge
Activity: Staff Training on 5â5â3â3 District-Wide Strategies (Overview)

Aug 30, 2009: Conduct a training focusing on the Vocabulary Strategy: List Group Label
Person: Joyce Akridge
Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies

- Sep 8, 2009:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade-Level Chair
Activity: STPT for Comprehension Strategy Planning
- Sep 11, 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/Activites
- Sep 11, 2009:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- Sep 14, 2009:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs.
Person: Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ ORQ's
- Sep 14, 2009:** Students will learn how to use the read aloud codes to improve reading comprehension
Person: Sheilah Lyles/Joyce Akridge
Activity: Read Aloud Codes
- Sep 15, 2009:** Plan for a problem solving review with teachers
Person: Nick Meyer/Julie Corbett
Activity: Problem Solving in Math
- Sep 21, 2009:** Staff Training- How to use think aloud codes
Person: Sheilah Lyles
Activity: Focused Instruction: Reading Comprehension: Think Aloud Strategies
- Sep 30, 2009:** Provide teachers with strategies in writing and implementing problem solving into the daily curriculum
Person: Nick Meyer/Julie Corbett
Activity: Problem Solving in Math
- Sep 30, 2009:** Conduct a training focusing on the Vocabulary Strategy: Concept Definition Map
Person: Joyce Akridge
Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies
- Oct 1, 2009:** 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, 2009:** Keep binder of bi-weekly problems by grade-level
Person: Assistant Principal
Activity: Problem Solving in Math
- Oct 8, 2009:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade-Level Chair
Activity: STPT for Comprehension Strategy Planning
- Oct 11, 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/Activites
- Oct 11, 2009:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- Oct 14, 2009:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs.
Person: Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ ORQ's

- Oct 14, 2009:** Students will learn how to use the read aloud codes to improve reading comprehension
Person: Sheilah Lyles/Joyce Akridge
Activity: Read Aloud Codes
- Oct 16, 2009:** Staff Training- How to use think aloud codes
Person: Sheilah Lyles
Activity: Focused Instruction: Reading Comprehension: Think Aloud Strategies
- Oct 31, 2009:** Conduct a training focusing on the Vocabulary Strategy: Associations
Person: Joyce Akridge
Activity: Staff Training on District-Wide Strategies: Focus on Vocabulary Strategies
- Nov 1, 2009:** List pros/cons of activity
Person: Nick Meyer/Assistant Principal
Activity: Staff Meeting Debriefing
- Nov 1, 2009:** List strategies to improve bi-weekly problem solving effectiveness
Person: Nick Meyer/Assistant Principal
Activity: Staff Meeting Debriefing
- Nov 3, 2009:** Keep binder of bi-weekly problems by grade-level
Person: Assistant Principal
Activity: Problem Solving in Math
- Nov 8, 2009:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade-Level Chair
Activity: STPT for Comprehension Strategy Planning
- Nov 11, 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
- Nov 11, 2009:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Nov 14, 2009:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs.
Person: Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ ORQ's
- Nov 14, 2009:** Students will learn how to use the read aloud codes to improve reading comprehension
Person: Sheilah Lyles/Joyce Akridge
Activity: Read Aloud Codes
- Nov 28, 2009:** Conduct a training focusing on the Vocabulary Strategy: Quickwrite
Person: Joyce Akridge
Activity: Staff Training on District-Wide Strategies: Focus on Vocabulary Strategies
- Dec , 2009:** How many days a week do your students participate in higher-order problem solving?
Person: Nick Meyer
Activity: Collect first semester/trimester follow up data
- Dec , 2009:** 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 1, 2009:** Determine % of teachers who attend training and then the strategies into their daily lessons.
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data

- Dec 3, 2009:** Keep binder of bi-weekly problems by grade-level
Person: Assistant Principal
Activity: Problem Solving in Math
- Dec 8, 2009:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade-Level Chair
Activity: STPT for Comprehension Strategy Planning
- Dec 11, 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
- Dec 11, 2009:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Dec 14, 2009:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs.
Person: Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ ORQ's
- Dec 14, 2009:** Students will learn how to use the read aloud codes to improve reading comprehension
Person: Sheilah Lyles/Joyce Akridge
Activity: Read Aloud Codes
- Dec 18, 2009:** Conduct a training focusing on the Vocabulary Strategy: Enhancing Descriptive Writing Within the Content
Person: Joyce Akridge
Activity: Staff Training on 5â3 District-Wide Strategies: Focus on Vocabulary Strategies
- Jan 3, 2010:** Keep binder of bi-weekly problems by grade-level
Person: Assistant Principal
Activity: Problem Solving in Math
- Jan 8, 2010:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade-Level Chair
Activity: STPT for Comprehension Strategy Planning
- Jan 11, 2010:** 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
- Jan 11, 2010:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activities
- Jan 14, 2010:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs.
Person: Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ ORQ's
- Jan 14, 2010:** Students will learn how to use the read aloud codes to improve reading comprehension
Person: Sheilah Lyles/Joyce Akridge
Activity: Read Aloud Codes
- Jan 30, 2010:** Conduct a training focusing on the Comprehension Strategy: Making Thinking Visible
Person: Joyce Akridge
Activity: Staff Training on 5â3 District-Wide Strategies: Focus on Comprehension Strategies
- Feb 3, 2010:** Keep binder of bi-weekly problems by grade-level
Person: Assistant Principal
Activity: Problem Solving in Math

- Feb 8, 2010:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade-Level Chair
Activity: STPT for Comprehension Strategy Planning
- Feb 11, 2010:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- Feb 11, 2010:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- Feb 14, 2010:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs.
Person: Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ ORQ's
- Feb 14, 2010:** Students will learn how to use the read aloud codes to improve reading comprehension
Person: Sheilah Lyles/Joyce Akridge
Activity: Read Aloud Codes
- Mar 3, 2010:** Keep binder of bi-weekly problems by grade-level
Person: Assistant Principal
Activity: Problem Solving in Math
- Mar 8, 2010:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade-Level Chair
Activity: STPT for Comprehension Strategy Planning
- Mar 11, 2010:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- Mar 11, 2010:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- Mar 14, 2010:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs.
Person: Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ ORQ's
- Mar 14, 2010:** Students will learn how to use the read aloud codes to improve reading comprehension
Person: Sheilah Lyles/Joyce Akridge
Activity: Read Aloud Codes
- Mar 30, 2010:** Conduct a training focusing on the Comprehension Strategy: Questioning
Person: Joyce Akridge
Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies
- Apr , 2010:** How often did you use "think alouds"? a) never b) sometimes c) often
Person: Sheilah Lyles
Activity: Teacher Survey
- Apr 3, 2010:** Keep binder of bi-weekly problems by grade-level
Person: Assistant Principal
Activity: Problem Solving in Math
- Apr 8, 2010:** Grade level teachers will collaborate and plan comprehension strategies
Person: Grade-Level Chair
Activity: STPT for Comprehension Strategy Planning

- Apr 11, 2010:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- Apr 11, 2010:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- Apr 14, 2010:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs.
Person: Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ ORQ's
- Apr 14, 2010:** Students will learn how to use the read aloud codes to improve reading comprehension
Person: Sheilah Lyles/Joyce Akridge
Activity: Read Aloud Codes
- Apr 30, 2010:** Conduct a training focusing on the Comprehension Strategy: Summarizing
Person: Joyce Akridge
Activity: Staff Training on 5â&3â&3 District-Wide Strategies: Focus on Comprehension Strategies
- May , 2010:** Has the daily use of literature logs improved reading comprehension in your students?
Person: Sheilah Lyles
Activity: Collect final semester/trimester follow up data
- May , 2010:** How many days a week do your students participate in higher-order problem solving?
Person: Nick Meyer
Activity: Collect final semester/trimester follow up data
- May , 2010:** 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 1, 2010:** Determine % of teachers who attend training and then the strategies into their daily lessons.
Person: Joyce Akridge
Activity: Collect final semester/trimester follow up data
- May 3, 2010:** Keep binder of bi-weekly problems by grade-level
Person: Assistant Principal
Activity: Problem Solving in Math
- May 8, 2010:** Grade level reachers will collaborate and plan comprehension strategies
Person: Grade-Level Chair
Activity: STPT for Comprehension Strategy Planning
- May 11, 2010:** Teachers will share if they are having any difficulty concerning a particular aspect of problem solving
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- May 11, 2010:** Teachers will share successful problem solving techniques during STPT meetings
Person: Teachers
Activity: Sharing of Problem Solving Lessons/Activites
- May 14, 2010:** Student will respond to daily reading comprehension questions and ORQ's in their literature logs.
Person: Sheilah Lyles
Activity: Daily Reading Comprehension Questions/ ORQ's
- May 14, 2010:** Students will learn how to use the read aloud codes to improve reading comprehension
Person: Sheilah Lyles/Joyce Akridge
Activity: Read Aloud Codes

May 25, 2010: Conduct a training focusing on the Comprehension Strategy: Discussion
Person: Joyce Akridge
Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies

Focused Student Group

Mar 1, 2009: Teachers will implement one vocabulary strategy each month to increase vocabulary development of free/reduced lunch students.

Person: Teachers
Activity: Vocabulary Strategy Implementation

Mar 10, 2009: Survey teachers about use of best practices in math instruction

Person: Sarah Bosk
Activity: Collect baseline data

Apr 5, 2009: Teachers will implement one vocabulary strategy each month to increase vocabulary development of free/reduced lunch students.

Person: Teachers
Activity: Vocabulary Strategy Implementation

May , 2009: Survey Teachers about the best practices in Reading instruction

Person: Sarah Bosk
Activity: Collect baseline data

May 3, 2009: Teachers will implement one vocabulary strategy each month to increase vocabulary development of free/reduced lunch students.

Person: Teachers
Activity: Vocabulary Strategy Implementation

May 10, 2009: How many days each week does your class practice math facts?

Person: Judy Blaydes
Activity: Collect baseline data through a teacher survey

May 10, 2009: How often do you use graphic organizers during the week?

Person: Judy Blaydes
Activity: Collect baseline data through a teacher survey

May 10, 2009: How often do you have your students complete ORQs?

Person: Judy Blaydes
Activity: Collect baseline data through a teacher survey

May 10, 2009: How often do you see UNRAVEL as a strategy to help your students comprehend?

Person: Judy Blaydes
Activity: Collect baseline data through a teacher survey

May 12, 2009: Survey Teachers about the best practices

Person: Sarah Bosk
Activity: Collect baseline data

May 15, 2009: Determine % of teachers using new Vocabulary strategy in their daily lesson plan

Person: Reading Coach
Activity: Collect baseline data

May 31, 2009: Order copies of "Bringing Words to Life" by Isabel Beck, Margaret McKeown, and Linda Kucan (one for each teacher)

Person: Principal
Activity: Book Order

Jul , 2009: A book study schedule will be developed.

Person: Administrator
Activity: Book Study Schedule

- Aug , 2009:** The reading coach will distribute the vocabulary books to all teachers the first week of school.
Person: Reading Coach
Activity: Book Distribution
- Aug , 2009:** Daily one-minute tests
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Aug , 2009:** Institute daily math fact practice grades 2-6
Person: Julie Corbett
Activity: Math Fact Sense 1-6
- Aug , 2009:** PIn starting date for first grade Math Facts
Person: Julie Corbett
Activity: Math Fact Sense 1-6
- Aug , 2009:** Compile Math Graphic Organizer Binder K-6
Person: Sarah Bosk
Activity: Math Graphic Organizers K-6
- Aug , 2009:** Compile Reading Graphic Organizer Binder K-6
Person: Sarah Bosk
Activity: Reading Graphic Organizers K-6
- Aug 1, 2009:** Research UNRAAVEL for use in math
Person: Assistant Principal
Activity: UNRAAVEL Math Test Taking Skills 2-6
- Aug 1, 2009:** Research UNRAAVEL for Reading Comprehension
Person: Assistant Principal
Activity: UNRAAVEL Reading Comprehension Test Taking Skills 2-6
- Aug 15, 2009:** Compile a list of essential vocabulary words with activities to accompany them
Person: Reading Coach
Activity: Reading Fluency K-6
- Aug 15, 2009:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: Reading Fluency K-6
- Aug 15, 2009:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Reading Fluency K-6
- Aug 15, 2009:** List Pro's and Con's of each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Aug 15, 2009:** Research UNRAAVEL for Reading Comprehension
Person: Principal/ Assistant Principal
Activity: UNRAAVEL strategy used for Reading Comprehension 2-6
- Aug 20, 2009:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Aug 22, 2009:** Plan for teaching UNRAAVEL in math
Person: Sarah Bosk
Activity: UNRAAVEL Math Test Taking Skills 2-6

- Aug 22, 2009:** Plan for teaching UNRAAVEL with Reading Comprehension
Person: Assistant Principal
Activity: UNRAAVEL Reading Comprehension Test Taking Skills 2-6
- Aug 22, 2009:** Plan for teaching UNRAAVEL with Reading Comprehension
Person: Principal/ Assistant Principal
Activity: UNRAAVEL strategy used for Reading Comprehension 2-6
- Aug 25, 2009:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS
- Aug 25, 2009:** Compile Reading Graphic Organizer Binder K-6
Person: Sarah Bosk
Activity: Graphic Organizers for use in Reading
- Aug 29, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Aug 29, 2009:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Aug 30, 2009:** Compile binder of graphic organizers
Person: Judy Blaydes
Activity: Graphic Organizers
- Aug 30, 2009:** Compile a list of essential vocabulary words and activities to accompany the fluency reads
Person: Reading Coach/Classroom Teachers
Activity: Reading Fluency
- Aug 30, 2009:** Compile a notebook of grade-level appropriate one-minute reads
Person: Judy Blaydes
Activity: Reading Fluency
- Aug 30, 2009:** Continue use of DIBELS strategies
Person: Reading Coach/Classroom Teachers
Activity: Reading Fluency
- Aug 30, 2009:** Implement 1 minute fluency reads
Person: Reading Coach/Classroom Teachers
Activity: Reading Fluency
- Aug 30, 2009:** Research UNRAAVEL
Person: Assistant Principal
Activity: UNRAAVEL Test Taking Skills
- Sep , 2009:** Share Math Binder with staff during a staff meeting K-6
Person: Sarah Bosk
Activity: Math Graphic Organizers K-6
- Sep , 2009:** Share Math Graphic Organizer/ Problem Solving Binder with staff during a staff meeting K-6
Person: Sarah Bosk
Activity: Math Inservice
- Sep , 2009:** UNRAAVEL Inservice for Math
Person: Sarah Bosk
Activity: Math Inservice

- Sep , 2009:** Collect monthly samples samples of of ORQ's for Math per teacher
Person: Principal/ Assistant Principal
Activity: Math Open Response/ Problem Solving Question 2- 6
- Sep , 2009:** Make binder of math ORQ's available
Person: Principal/ Assistant Principal
Activity: Math Open Response/ Problem Solving Question 2- 6
- Sep , 2009:** Professional Development Review of math ORQ writing
Person: Principal/ Assistant Principal
Activity: Math Open Response/ Problem Solving Question 2- 6
- Sep , 2009:** Professional Development Review of ORQ for Reading
Person: Principal/ Assistant Principal
Activity: Reading Inservice
- Sep , 2009:** Review of DIBELS strategies
Person: Principal/ Assistant Principal
Activity: Reading Inservice
- Sep , 2009:** Share Reading Comprehension Graphic Organizer/ Problem Solving Binder with staff during a staff meeting K-6
Person: Sarah Bosk
Activity: Reading Inservice
- Sep , 2009:** UNRAAVEL Inservice
Person: Principal/ Assistant Principal
Activity: Reading Inservice
- Sep , 2009:** Share Reading Binder with staff during a staff meeting K-6
Person: Sarah Bosk
Activity: Reading Graphic Organizers K-6
- Sep , 2009:** Make a binder of reading ORQ/literary response questions available to all staff
Person: Sarah Bosk
Activity: Reading Open Response/ Literary Response Question 2-6
- Sep , 2009:** Administrative Observation during math
Person: Principal/ Assistant Principal
Activity: UNRAAVEL Math Test Taking Skills 2-6
- Sep , 2009:** Provide Professional Development on UNRAAVEL and how to use it with math
Person: Sarah Bosk
Activity: UNRAAVEL Math Test Taking Skills 2-6
- Sep , 2009:** Administrative Observation during Reading Comprehension
Person: Principal/ Assistant Principal
Activity: UNRAAVEL strategy used for Reading Comprehension 2-6
- Sep , 2009:** Provide Professional Development on UNRAAVEL and how to use it with Reading Comprehension
Person: Principal/ Assistant Principal
Activity: UNRAAVEL strategy used for Reading Comprehension 2-6
- Sep 1, 2009:** Teachers will read and discuss designated chapters of "Bringing Words to Life" by Isabel Beck, Margaret McKeown, and Linda Kucan
Person: Principal
Activity: Book Study
- Sep 1, 2009:** Compile a list of essential vocabulary words with activities to accompany them
Person: Reading Coach/ Principal
Activity: Essential Vocabulary

- Sep 3, 2009:** Professional Development Review of ORQ/ literary response writing
Person: Reading Coach/ Principal
Activity: Reading Inservice
- Sep 3, 2009:** Review of DIBELS strategies
Person: Reading Coach
Activity: Reading Inservice
- Sep 3, 2009:** Share Reading Comprehension Graphic Organizer Binder with staff during a staff meeting K-6
Person: Sarah Bosk
Activity: Reading Inservice
- Sep 3, 2009:** UNRAAVEL Inservice
Person: Principal/ Assistant Principal
Activity: Reading Inservice
- Sep 3, 2009:** Professional Development Review of ORQ/ literary response writing
Person: Sarah Bosk
Activity: Reading Open Response/ Literary Response Question 2-6
- Sep 3, 2009:** Provide Professional Development on UNRAAVEL in Reading Comprehension
Person: Assistant Principal
Activity: UNRAAVEL Reading Comprehension Test Taking Skills 2-6
- Sep 5, 2009:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Daily Reading Fluency
- Sep 8, 2009:** Administrative Observation during Reading
Person: Assistant Principal/ Principal
Activity: UNRAAVEL Reading Comprehension Test Taking Skills 2-6
- Sep 10, 2009:** Share Essential Vocabulary words and activities with classroom teachers
Person: Reading Coach
Activity: Essential Vocabulary
- Sep 10, 2009:** Share Graphic Organizer for Reading with staff during a staff meeting K-6
Person: Sarah Bosk
Activity: Graphic Organizers for use in Reading
- Sep 15, 2009:** Asses students using DIBELS READING ASSESSMENT
Person: Reading Coach
Activity: DIBELS
- Sep 15, 2009:** Collect monthly samples samples of of ORQ's for Reading per teacher
Person: Principal/ Assistant Principal
Activity: Reading Open Response Question 2-6
- Sep 20, 2009:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Sep 22, 2009:** Make a binder of reading ORQ available to all staff
Person: Sarah Bosk
Activity: Reading Open Response Question 2-6
- Sep 25, 2009:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS

- Sep 29, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Sep 30, 2009:** Remind Staff of Fact Fluency activities
Person: Kudy Blaydes
Activity: Focused Instruction-Special Education: Review Activites with Teachers
- Sep 30, 2009:** Remind Staff of Fact Fluency activities
Person: Kudy Blaydes
Activity: Focused Instruction-Special Education: Review Activites with Teachers
- Sep 30, 2009:** Review of DIBELS strategies
Person: Reading Coach
Activity: Focused Instruction-Special Education: Review Activites with Teachers
- Sep 30, 2009:** Review of Oral Response Question writing
Person: Kathy Stephens
Activity: Focused Instruction-Special Education: Review Activites with Teachers
- Sep 30, 2009:** Share graphic organizer binder with staff
Person: Judy Blaydes
Activity: Focused Instruction-Special Education: Review Activites with Teachers
- Sep 30, 2009:** Share binder with staff during staff meeting
Person: Judy Blaydes
Activity: Graphic Organizers
- Sep 30, 2009:** Develop plan for teaching UNRAAVEL
Person: Assistant Principal
Activity: UNRAAVEL Test Taking Skills
- Oct , 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
- Oct , 2009:** Discuss rationale behind each activity
Person: Sarah Bosk
Activity: Staff Discussion
- Oct , 2009:** Discuss rationale behind each Reading activity
Person: Sarah Bosk
Activity: Staff Discussion
- Oct , 2009:** List Pro's and Con's of each Reading Activity
Person: Sarah Bosk
Activity: Staff Discussion
- Oct 1, 2009:** Teachers will read and discuss designated chapters of "Bringing Words to Life" by Isabel Beck, Margaret McKeown, and Linda Kucan
Person: Principal
Activity: Book Study
- Oct 5, 2009:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Daily Reading Fluency
- Oct 15, 2009:** Discuss rationale behind each activity
Person: Sarah Bosk
Activity: Staff Discussion

- Oct 15, 2009:** List pro's and con's of each activity
Person: Sarah Bosk
Activity: Staff Discussion
- Oct 19, 2009:** Teachers will exchange ideas about vocabulary strategies that will be successful for their grade level.
Person: Teachers
Activity: Collegial Discussions
- Oct 20, 2009:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Oct 24, 2009:** Collect monthly samples samples of of ORQ's for Reading per teacher
Person: Principal/ Assistant Principal
Activity: Reading Open Response/ Literary Response Question 2-6
- Oct 25, 2009:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS
- Oct 29, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Oct 30, 2009:** Administrative observation
Person: Principal
Activity: UNRAAVEL Test Taking Skills
- Oct 31, 2009:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Nov 1, 2009:** Teachers will read and discuss designated chapters of "Bringing Words to Life" by Isabel Beck, Margaret McKeown, and Linda Kucan
Person: Principal
Activity: Book Study
- Nov 5, 2009:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Daily Reading Fluency
- Nov 16, 2009:** Teachers will exchange ideas about vocabulary strategies that will be successful for their grade level.
Person: Teachers
Activity: Collegial Discussions
- Nov 17, 2009:** Asses students using DIBELS READING ASSESSMENT
Person: Reading Coach
Activity: DIBELS
- Nov 20, 2009:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Nov 25, 2009:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS
- Nov 29, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6

- Dec 1, 2009:** Teachers will read and discuss designated chapters of "Bringing Words to Life" by Isabel Beck, Margaret McKeown, and Linda Kucan
Person: Principal
Activity: Book Study
- Dec 5, 2009:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Daily Reading Fluency
- Dec 10, 2009:** How many days each week does your class practice math facts?
Person: Judy Blaydes
Activity: Collect first semester follow up data through a teacher survey
- Dec 10, 2009:** How often do you have your students complete ORQ's?
Person: Judy Blaydes
Activity: Collect first semester follow up data through a teacher survey
- Dec 10, 2009:** How often do you use graphic organizers during the week?
Person: Judy Blaydes
Activity: Collect first semester follow up data through a teacher survey
- Dec 10, 2009:** How often do you use UNRAAVEL as a strategy to help your students comprehend?
Person: Judy Blaydes
Activity: Collect first semester follow up data through a teacher survey
- Dec 10, 2009:** Survey of best practices in Reading instruction
Person: Reading Coach
Activity: Collect first semester/trimester follow up data
- Dec 10, 2009:** Survey Teachers about use of best practices in math instruction
Person: Sarah Bosk
Activity: Collect first semester/trimester follow up data
- Dec 12, 2009:** Survey Teachers about use of best practices in math instruction
Person: Sarah Bosk
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Determine % of teachers using new Vocabulary strategy in their daily lesson plan
Person: Reading Coach
Activity: Collect first semester/trimester follow up data
- Dec 20, 2009:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Dec 21, 2009:** Teachers will exchange ideas about vocabulary strategies that will be successful for their grade level.
Person: Teachers
Activity: Collegial Discussions
- Dec 25, 2009:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS
- Dec 29, 2009:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Jan 2, 2010:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion

- Jan 5, 2010:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Daily Reading Fluency
- Jan 18, 2010:** Teachers will exchange ideas about vocabulary strategies that will be successful for their grade level.
Person: Teachers
Activity: Collegial Discussions
- Jan 19, 2010:** Asses students using DIBELS READING ASSESSMENT
Person: Reading Coach
Activity: DIBELS
- Jan 20, 2010:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Jan 25, 2010:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS
- Jan 29, 2010:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Jan 29, 2010:** Make binder of ORQ's available to all staff
Person: Judy Blaydes
Activity: Open Response Questions
- Feb 5, 2010:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Daily Reading Fluency
- Feb 15, 2010:** Teachers will exchange ideas about vocabulary strategies that will be successful for their grade level.
Person: Teachers
Activity: Collegial Discussions
- Feb 20, 2010:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Feb 25, 2010:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS
- Mar 1, 2010:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Mar 5, 2010:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Daily Reading Fluency
- Mar 6, 2010:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- Mar 20, 2010:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions

- Mar 21, 2010:** Teachers will exchange ideas about vocabulary strategies that will be successful for their grade level.
Person: Teachers
Activity: Collegial Discussions
- Mar 23, 2010:** Asses students using DIBELS READING ASSESSMENT
Person: Reading Coach
Activity: DIBELS
- Mar 25, 2010:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS
- Apr 1, 2010:** Monthly fact-a-thon quizzes
Person: Classroom Teacher
Activity: Fact Sense 1-6
- Apr 5, 2010:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Daily Reading Fluency
- Apr 20, 2010:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- Apr 23, 2010:** Teachers will exchange ideas about vocabulary strategies that will be successful for their grade level.
Person: Teachers
Activity: Collegial Discussions
- Apr 25, 2010:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS
- May 5, 2010:** Implement 1 minute fluency reads
Person: Reading Coach
Activity: Daily Reading Fluency
- May 8, 2010:** Discuss rationale behind each activity
Person: Judy Blaydes
Activity: Staff Discussion
- May 10, 2010:** How many days each week does your class practice math facts?
Person: Judy Blaydes
Activity: Collect final semester follow up data through a teacher survey
- May 10, 2010:** How often do you have your students complete ORQ's?
Person: Judy Blaydes
Activity: Collect final semester follow up data through a teacher survey
- May 10, 2010:** How often do you use graphic organizers during the week?
Person: Judy Blaydes
Activity: Collect final semester follow up data through a teacher survey
- May 10, 2010:** How often do you use UNRAVEL as a strategy to help your students comprehend?
Person: Judy Blaydes
Activity: Collect final semester follow up data through a teacher survey
- May 10, 2010:** Survey teachers about use of best practices in math instruction
Person: Sarah Bosk
Activity: Collect final semester/ trimester follow up data

- May 10, 2010:** Survey teachers about best practices in Reading instruction
Person: Reading Coach
Activity: Collect final semester/trimester follow up data
- May 12, 2010:** Survey teachers about use of best practices in math instruction
Person: Sarah Bosk
Activity: Collect final semester/trimester follow up data
- May 15, 2010:** Determine % of teachers using new Vocabulary strategy in their daily lesson plan
Person: Reading Coach
Activity: Collect final semester/trimester follow up data
- May 20, 2010:** Collect monthly samples of ORQ's for Math, Social Studies, Science & Reading
Person: Principal/Assistant Principal
Activity: Open Response Questions
- May 25, 2010:** Continue use of DIBELS strategies
Person: Reading Coach
Activity: DIBELS

P. Teacher Mentoring Program

- Jan 22, 2009:** Teachers needing help with Planning and Preparation (Domain 1) will be identified during principal and director walkthroughs.
Person: Administrator and/or Director
Activity: Principal/Director Walkthrough Domain 1 â Planning and Preparation
- Feb 26, 2009:** Attend Professional Development session on Domain 1 â Planning and Preparation
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 1 - Planning and Preparation
- Mar 26, 2009:** Attend Professional Development session on Domain 1 â Planning and Preparation
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 1 - Planning and Preparation
- Apr 30, 2009:** Attend Professional Development session on Domain 4 â Professional Responsibilities
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 4 â Professional Responsibilities
- May 19, 2009:** Determine % of targeted teachers who participate
Person: Joyce Akridge
Activity: Collect baseline data
- May 28, 2009:** Attend Professional Development session on Domain 4 â Professional Responsibilities
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 4 â Professional Responsibilities
- Sep 1, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/ Director
Activity: Targeted staff members who will not attend these sessions.
- Sep 12, 2009:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Sep 30, 2009:** Attend training for Introduction to the Charlotte Danielsonâs On-Line PD program.
Person: District Strategy Chair person
Activity: Introduction to the Charlotte Danielsonâs on Line PD program

- Oct , 2009:** Teachers needing help with Classroom Management (Domain 2) will be identified during administrator and director walkthroughs.
Person: Joyce Akridge/ Directors Instructional Coaches and/or InSAI Chair
Activity: Principal Walkthrough Focus Domain 2 â Classroom Management
- Oct 1, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Targeted staff members who will not attend these sessions.
- Oct 9, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 2 â Classroom Management
- Oct 9, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 2 â Classroom Management
- Oct 12, 2009:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Oct 16, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 2 â Classroom Management
- Oct 22, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 2 â Classroom Management
- Oct 29, 2009:** Attend Professional Development session on Domain 2 - Classroom Management.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 2 â Classroom Management
- Nov 1, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Targeted staff members who will not attend these sessions.
- Nov 6, 2009:** Teachers needing help with Instruction (Domain 3) will be identified during principal and director walkthroughs.
Person: Administrator and/or Director
Activity: Principal Walkthrough Focus Domain 3 - Instruction
- Nov 12, 2009:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Nov 13, 2009:** Attend Professional Development session on Domain 3 - Instruction
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 3 - Instruction
- Nov 20, 2009:** Attend Professional Development session on Domain 3 - Instruction
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 3 - Instruction
- Dec 1, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Targeted staff members who will not attend these sessions.
- Dec 11, 2009:** Attend Professional Development session on Domain 3 - Instruction
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 3 - Instruction

- Dec 12, 2009:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Dec 19, 2009:** Determine % of targeted teachers who participate
Person: Joyce Akridge
Activity: Collect first semester/trimester follow up data
- Jan 1, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Targeted staff members who will not attend these sessions.
- Jan 12, 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Jan 15, 2010:** Attend Professional Development session on Domain 3 - Instruction
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 3 - Instruction
- Feb 1, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Targeted staff members who will not attend these sessions.
- Feb 5, 2010:** Attend Professional Development session on Domain 1 â Planning and Preparation
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 1 - Planning and Preparation
- Feb 12, 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Mar 1, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Targeted staff members who will not attend these sessions.
- Mar 12, 2010:** Attend Professional Development session on Domain 1 â Planning and Preparation
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 1 - Planning and Preparation
- Mar 12, 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Apr 1, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Targeted staff members who will not attend these sessions.
- Apr 12, 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- Apr 16, 2010:** Teachers needing help with Professional Responsibilities (Domain 4) will be identified during principal and director walkthroughs.
Person: Administrator / Director
Activity: Principal / Director Walkthroughs â Domain 4 â Professional Responsibilities
- May 1, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Targeted staff members who will not attend these sessions.

- May 12, 2010:** Offer encouragement to share their ideas with others.
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to
- May 14, 2010:** Attend Professional Development session on Domain 4 â Professional Responsibilities
Person: Administrator/ Directors Instructional Coaches and/or InSAI Chair
Activity: Domain 4 â Professional Responsibilities
- May 19, 2010:** Determine % of targeted teachers who participate
Person: Joyce Akridge
Activity: Collect final semester/trimester follow up data

Parent Involvement

- Aug 30, 2009:** Schedule ESL Assistants to attend parent workshops for translation
Person: Parent Liaison
Activity: ESL Schools â Language barrier for parent involvement
- Aug 30, 2009:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance
Person: Joyce Akridge
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal
- Aug 30, 2009:** Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal
- Aug 30, 2009:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: Parent Liaison
Activity: Meeting place and time for parent workshops/meetings
- Aug 30, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Joyce Akridge
Activity: Parent Liaison Professional Development
- Aug 30, 2009:** Provide parent liaison with materials, ideas and instructions for work packet
Person: Kristi Dray and Karen Wilson
Activity: Parent Workshops
- Aug 30, 2009:** Visits Homes
Person: Parent Liaison
Activity: Parent Workshops
- Aug 30, 2009:** Parent Liaison goes to all the meetings as scheduled
Person: Parent Liaison
Activity: Title I Parent Liaison meetings
- Sep 27, 2009:** Schedule ESL Assistants to attend parent workshops for translation
Person: Parent Liaison
Activity: ESL Schools â Language barrier for parent involvement
- Sep 27, 2009:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance
Person: Joyce Akridge
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal
- Sep 27, 2009:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: Parent Liaison
Activity: Meeting place and time for parent workshops/meetings

- Sep 27, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Joyce Akridge
Activity: Parent Liaison Professional Development
- Sep 27, 2009:** Provide parent liaison with materials, ideas and instructions for work packet
Person: Kristi Dray and Karen Wilson
Activity: Parent Workshops
- Sep 27, 2009:** Visits Homes
Person: Parent Liaison
Activity: Parent Workshops
- Sep 27, 2009:** Parent Liaison goes to all the meetings as scheduled
Person: Parent Liaison
Activity: Title I Parent Liaison meetings
- Sep 29, 2009:** Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal
- Oct 25, 2009:** Schedule ESL Assistants to attend parent workshops for translation
Person: Parent Liaison
Activity: ESL Schools â Language barrier for parent involvement
- Oct 25, 2009:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance
Person: Joyce Akridge
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal
- Oct 25, 2009:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: Parent Liaison
Activity: Meeting place and time for parent workshops/meetings
- Oct 25, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Joyce Akridge
Activity: Parent Liaison Professional Development
- Oct 25, 2009:** Provide parent liaison with materials, ideas and instructions for work packet
Person: Kristi Dray and Karen Wilson
Activity: Parent Workshops
- Oct 25, 2009:** Visits Homes
Person: Parent Liaison
Activity: Parent Workshops
- Oct 25, 2009:** Parent Liaison goes to all the meetings as scheduled
Person: Parent Liaison
Activity: Title I Parent Liaison meetings
- Oct 27, 2009:** Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal
- Nov 20, 2009:** Schedule ESL Assistants to attend parent workshops for translation
Person: Parent Liaison
Activity: ESL Schools â Language barrier for parent involvement
- Nov 20, 2009:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance
Person: Joyce Akridge
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal

- Nov 20, 2009:** Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal
- Nov 20, 2009:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: Parent Liaison
Activity: Meeting place and time for parent workshops/meetings
- Nov 20, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Joyce Akridge
Activity: Parent Liaison Professional Development
- Nov 20, 2009:** Provide parent liaison with materials, ideas and instructions for work packet
Person: Kristi Dray and Karen Wilson
Activity: Parent Workshops
- Nov 20, 2009:** Visits Homes
Person: Parent Liaison
Activity: Parent Workshops
- Nov 20, 2009:** Parent Liaison goes to all the meetings as scheduled
Person: Parent Liaison
Activity: Title I Parent Liaison meetings
- Dec 15, 2009:** Schedule ESL Assistants to attend parent workshops for translation
Person: Parent Liaison
Activity: ESL Schools â Language barrier for parent involvement
- Dec 15, 2009:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance
Person: Joyce Akridge
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal
- Dec 15, 2009:** Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: First Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone cal
- Dec 15, 2009:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: Parent Liaison
Activity: Meeting place and time for parent workshops/meetings
- Dec 15, 2009:** Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Joyce Akridge
Activity: Parent Liaison Professional Development
- Dec 15, 2009:** Provide parent liaison with materials, ideas and instructions for work packet
Person: Kristi Dray and Karen Wilson
Activity: Parent Workshops
- Dec 15, 2009:** Visits Homes
Person: Parent Liaison
Activity: Parent Workshops
- Dec 15, 2009:** Parent Liaison goes to all the meetings as scheduled
Person: Parent Liaison
Activity: Title I Parent Liaison meetings
- Jan 31, 2010:** Schedule ESL Assistants to attend parent workshops for translation
Person: Parent Liaison
Activity: ESL Schools â Language barrier for parent involvement

Jan 31, 2010: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: Parent Liaison
Activity: Meeting place and time for parent workshops/meetings

Jan 31, 2010: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Joyce Akridge
Activity: Parent Liaison Professional Development

Jan 31, 2010: Provide parent liaison with materials, ideas and instructions for work packet
Person: Kristi Dray and Karen Wilson
Activity: Parent Workshops

Jan 31, 2010: Visits Homes
Person: Parent Liaison
Activity: Parent Workshops

Jan 31, 2010: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance
Person: Joyce Akridge
Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone ca

Jan 31, 2010: Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: Second Semester: Collect monthly parent meeting and workshop evaluations

Jan 31, 2010: Parent Liaison goes to all the meetings as scheduled
Person: Parent Liaison
Activity: Title I Parent Liaison meetings

Feb 28, 2010: Schedule ESL Assistants to attend parent workshops for translation
Person: Parent Liaison
Activity: ESL Schools â Language barrier for parent involvement

Feb 28, 2010: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: Parent Liaison
Activity: Meeting place and time for parent workshops/meetings

Feb 28, 2010: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Joyce Akridge
Activity: Parent Liaison Professional Development

Feb 28, 2010: Provide parent liaison with materials, ideas and instructions for work packet
Person: Kristi Dray and Karen Wilson
Activity: Parent Workshops

Feb 28, 2010: Visits Homes
Person: Parent Liaison
Activity: Parent Workshops

Feb 28, 2010: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance
Person: Joyce Akridge
Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone ca

Feb 28, 2010: Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: Second Semester: Collect monthly parent meeting and workshop evaluations

Feb 28, 2010: Parent Liaison goes to all the meetings as scheduled
Person: Parent Liaison
Activity: Title I Parent Liaison meetings

- Mar 28, 2010:** Schedule ESL Assistants to attend parent workshops for translation
Person: Parent Liaison
Activity: ESL Schools â Language barrier for parent involvement
- Mar 28, 2010:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: Parent Liaison
Activity: Meeting place and time for parent workshops/meetings
- Mar 28, 2010:** Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Joyce Akridge
Activity: Parent Liaison Professional Development
- Mar 28, 2010:** Provide parent liaison with materials, ideas and instructions for work packet
Person: Kristi Dray and Karen Wilson
Activity: Parent Workshops
- Mar 28, 2010:** Visits Homes
Person: Parent Liaison
Activity: Parent Workshops
- Mar 28, 2010:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance
Person: Joyce Akridge
Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone ca
- Mar 28, 2010:** Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: Second Semester: Collect monthly parent meeting and workshop evaluations
- Mar 28, 2010:** Parent Liaison goes to all the meetings as scheduled
Person: Parent Liaison
Activity: Title I Parent Liaison meetings
- Apr 25, 2010:** Schedule ESL Assistants to attend parent workshops for translation
Person: Parent Liaison
Activity: ESL Schools â Language barrier for parent involvement
- Apr 25, 2010:** Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: Parent Liaison
Activity: Meeting place and time for parent workshops/meetings
- Apr 25, 2010:** Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Joyce Akridge
Activity: Parent Liaison Professional Development
- Apr 25, 2010:** Provide parent liaison with materials, ideas and instructions for work packet
Person: Kristi Dray and Karen Wilson
Activity: Parent Workshops
- Apr 25, 2010:** Visits Homes
Person: Parent Liaison
Activity: Parent Workshops
- Apr 25, 2010:** Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance
Person: Joyce Akridge
Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone ca
- Apr 25, 2010:** Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: Second Semester: Collect monthly parent meeting and workshop evaluations

Apr 25, 2010: Parent Liaison goes to all the meetings as scheduled

Person: Parent Liaison

Activity: Title I Parent Liaison meetings

May 25, 2010: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff members attendance

Person: Joyce Akridge

Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone ca

May 25, 2010: Collect monthly parent meeting and workshop evaluations

Person: Parent Liaison

Activity: Second Semester: Collect monthly parent meeting and workshop evaluations

Timely Additional Assistance

May 10, 2009: Determine % of teachers providing remediation to student daily

Person: Tihesha Guthrie

Activity: Collect baseline data

Aug 17, 2009: Teachers will provide 30 minutes intervention/remediation time for yellow group students

Person: Teachers

Activity: 30 minutes intervention/remediation time

Aug 17, 2009: Teachers will provide 40-60 minutes intervention/remediation time for red group students

Person: Teachers

Activity: 40-60 minutes invention/remediation time

Aug 24, 2009: Teachers will provide 30 minutes intervention/remediation time for yellow group students

Person: Teachers

Activity: 30 minutes intervention/remediation time

Aug 24, 2009: Teachers will provide 40-60 minutes intervention/remediation time for red group students

Person: Teachers

Activity: 40-60 minutes invention/remediation time

Aug 31, 2009: Teachers will provide 30 minutes intervention/remediation time for yellow group students

Person: Teachers

Activity: 30 minutes intervention/remediation time

Aug 31, 2009: Teachers will provide 40-60 minutes intervention/remediation time for red group students

Person: Teachers

Activity: 40-60 minutes invention/remediation time

Sep 7, 2009: Teachers will provide 30 minutes intervention/remediation time for yellow group students

Person: Teachers

Activity: 30 minutes intervention/remediation time

Sep 7, 2009: Teachers will provide 40-60 minutes intervention/remediation time for red group students

Person: Teachers

Activity: 40-60 minutes invention/remediation time

Sep 14, 2009: Teachers will provide 30 minutes intervention/remediation time for yellow group students

Person: Teachers

Activity: 30 minutes intervention/remediation time

Sep 14, 2009: Teachers will provide 40-60 minutes intervention/remediation time for red group students

Person: Teachers

Activity: 40-60 minutes invention/remediation time

- Sep 21, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Sep 21, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Sep 28, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Sep 28, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Oct 5, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Oct 5, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Oct 5, 2009:** Reading Coach will provide training on resources for remediation and how to implement remediation in the classroom.
Person: Reading Coach
Activity: Remediation Resource Training
- Oct 12, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Oct 12, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Oct 12, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Oct 19, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Oct 19, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Oct 19, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Oct 26, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Oct 26, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time

- Oct 26, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Nov 2, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Nov 2, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Nov 2, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Nov 9, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Nov 9, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Nov 9, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Nov 16, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Nov 16, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Nov 16, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Nov 23, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Nov 23, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Nov 23, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Nov 23, 2009:** Administrators and Reading Coach will provide support by having a one on one training with those teachers who are resistance.
Person: Administrators and Reading Coach
Activity: Remediation Support
- Nov 30, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time

- Nov 30, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Nov 30, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Dec 7, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Dec 7, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Dec 7, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Dec 10, 2009:** Determine % of teachers providing remediation to student daily
Person: Tihesha Guthrie
Activity: Collect first semester/trimester follow up data
- Dec 14, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Dec 14, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Dec 14, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Dec 21, 2009:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Dec 21, 2009:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Dec 21, 2009:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Jan 11, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Jan 11, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Jan 11, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs

- Jan 18, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Jan 18, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Jan 18, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Jan 23, 2010:** Administrators and Reading Coach will provide support by having a one on one training with those teachers who are resistance.
Person: Administrators and Reading Coach
Activity: Remediation Support
- Jan 25, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Jan 25, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Jan 25, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Feb 1, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Feb 1, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Feb 1, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Feb 8, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Feb 8, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Feb 8, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Feb 15, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Feb 15, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time

- Feb 15, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Feb 22, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Feb 22, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Feb 22, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Mar 1, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Mar 1, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Mar 1, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Mar 8, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Mar 8, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Mar 8, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Mar 15, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Mar 15, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Mar 15, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Mar 22, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Mar 22, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time

- Mar 22, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Mar 29, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Mar 29, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Mar 29, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Apr 5, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Apr 5, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Apr 5, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Apr 12, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Apr 12, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Apr 12, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Apr 19, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- Apr 19, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Apr 19, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- Apr 23, 2010:** Administrators and Reading Coach will provide support by having a one on one training with those teachers who are resistance.
Person: Administrators and Reading Coach
Activity: Remediation Support
- Apr 26, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time

- Apr 26, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- Apr 26, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- May 3, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- May 3, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- May 3, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- May 10, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- May 10, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- May 10, 2010:** Determine % of teachers providing remediation to student daily
Person: Tihesha Guthrie
Activity: Collect final semester/trimester follow up data
- May 10, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- May 17, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- May 17, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time
- May 17, 2010:** Administrators will walk through each classroom to monitor the implementation of remediation.
Person: Principals
Activity: Principal Walk-Throughs
- May 24, 2010:** Teachers will provide 30 minutes intervention/remediation time for yellow group students
Person: Teachers
Activity: 30 minutes intervention/remediation time
- May 24, 2010:** Teachers will provide 40-60 minutes intervention/remediation time for red group students
Person: Teachers
Activity: 40-60 minutes invention/remediation time

Continuous Improvement Timeline

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