

School Improvement Plan - PL221 Version - 2008-2011

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Anna Brochhausen School 88 (5588)

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

Anna Brochhausen School 88

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

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

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-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

- Scott Armstrong - Community Representative
- Lisa Brown - Parent/Guardian
- Denisa Fisher-Spencer - Administrator
- Kay Kelly - Administrator
- Amy Klus - Teacher
- Cortnie Query - Teacher

Strategy Chairs

- Jennifer Covert
- Denisa Fisher-Spencer
- Kay Kelly
- Amy Klus
- Wanda Motley
- Jennifer Myers
- Cortnie Query
- Sheryl Reed
- Heather Stevens

Community Council

- Frank Adams - Captain
- Josh Bowling - Neighborhood Development Coordinator
- Lisa Brown
- Karen Campbell
- Peggy Esselmen - Executive Director
- Carrie Gaffney - Magnet Coordinator
- Deanna Garner - Owner-Construction Consultant
- Anita Harden - President
- Claudette Holcomb - Retired/Substitute Teacher
- Susan Hyatt - Professor of Anthropology
- Amy Klus - Dual Role Reading Coach
- Paula Lord - Computer Consultant
- Jennifer Martin - Accountant/Secretary of Rotary Club
- Mary Moriarity-Adams - City-County Councilperson
- Alecia Parrish
- Ellie Pauley - Executive Director-Ransburg Y
- Carrie Radabaugh - Community Outreach Coordinator
- Betsy Reckert
- Sven Schumacher - Director of Foundation
- Donna Seevers
- Steve Talley - Director of Public Safety Department/Former City Council President
- Sharian Taylor
- Keith Thompson - Sleep Disorder Clinic Manager
- Christy Wadley
- Roger Williams - Head Pastor

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:

In IPS, where children come first, we believe that all students deserve a clean, secure, and inviting school that assures an intellectually safe environment so that students can have positive relationships with teachers. These relationships should provide: structure, high expectations, opportunities for success, consistency, and mutual respect. Diversity will be valued as demonstrated by culturally competent practices. We believe all students deserve engaged teachers who are motivated to provide creative teaching strategies that will ensure student success. We believe students deserve real-life relevant instruction that will prepare them for successful post-secondary education and other opportunities in the world. We believe our students deserve challenging engaging curricula designed to meet their needs and quality tools to implement this curricula for academic rigor must be the norm in our school. To accomplish this students, parents, and community members must be essential partners in this educational vision.

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

In IPS, all employees are responsible for student achievement that meets or exceeds state standards. In addition, all adults in our community live by these core convictions and daily demonstrate the importance of education and of life long learning. The adults behave in predictable dependable ways so that students can count on them to provide guidance and healthy nurturing environments. To insure that all students learn teachers want to work with students. These teachers are well-read, up-to-date on current research, and have a positive attitude toward education. These teachers work in an environment where the central administration and board are supportive of the staff and value academics more than sports. All IPS employees demonstrate professionalism and integrity. Adults will communicate in a clear, open, and timely manner with parents, students, and one another. In this environment, volunteers are welcome, professional development is encouraged and provided without loss of instruction to students, and teachers are encouraged to be reflective of their own practice and make adjustments as appropriate.

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

In this safe, stimulating, nurturing environment where potential is discovered and nurtured and adults all live by their core convictions, students will listen and be respectful to teachers and one another. This will contribute to an environment where no bullying occurs because students will be so busy working and learning in a courteous way that there will be no opportunity for negative behaviors. All students will follow the IPS Code of Conduct. These students will arrive at school on time, curious, self-motivated, and excited about education. Students will demonstrate mastery of content through equitable assessment that reflects a variety teaching and learning strategies. Students are responsible for their learning and this results in achievement excellence for student success in IPS is the only option.

With this vision in place we can be assured that the Core Values of IPS—scholarship, respect, excellence, and courage—will be lived by all in the IPS community.

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

- % of students who are 3rd- 6th graders mastering ISTEP essential skills: 100%
- % of students who are passing all classes: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 100%
- % of students who are earning a 4.0 GPA on a 4.0 scale: 100%

Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57.9		57.0		47.2	57.0		62		67		100

Black students - Pass ISTEP English/Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	51		51	55		60		65		70		100

Black Students - Pass ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	45		43	45		50		55		60		100

Free/Reduced Students - Pass ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	52		47	50		53		60		65		100

Special Education Students - Pass ISTEP ELA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					19	30		40		50		100

Special Education Students - Pass ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					25	35		45		55		100

Third Grade Students - Pass ISTEP Writing Process applications

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	72		71		28	40		60		70		100

Areas of Concern

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

Local Areas of Concern

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

N. Parent Notice of "School in Improvement"

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

V. Peer Review for SIP

AA. Curriculum Mapping

BB. Benchmark Assessments

CC. TESA

Strategies

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

Required Strategies

A. Parent Involvement: Parent Liaison

The parent liaison will provide information, peer support, and training for parents in IPS through 1) a minimum of 10 home visits per month, 2) phone calls to homes, 3) workshops throughout the school year, August - May

B. Technology Coordination: School Technology

School staff will implement the school site technology plan that is aligned to the district technology plan throughout the school year, August-May.

C. Safe and Disciplined Learning Environment: School Safety Plan and School-wide Discipline Plan

The safety plan was submitted in 2008. For 2008-2009, it will be implemented and revised as needed. The SBDM committee is reviewing the building discipline plan which includes the utilization of the in-school suspension room. The name of the current principal is listed. However, her replacement will be the appropriate strategy chair.

D. Attendance

Students will be reminded via the daily TV show about the importance of attendance. At the end of each quarter, students with perfect attendance will receive a certificate of attendance. The social worker will intervene with students who have attendance problems.

G1. Exceptional Learners - Gifted

In the spring, teachers will complete check lists for their first and second grade students. Those students who receive scores at or above the level determined by the GT office will be tested with Ravens by the school principal. Those who qualify with this test will then be given the Terra Nova by the reading coach. The parents of students who qualify via this test will be notified by the GT office and invited to transfer to the GT academy. Students who need challenges beyond the regular classroom will be cluster grouped in one classroom at each grade level. The GT office will provide special materials and training to the teachers of these clusters.

G2. Exceptional Learners - Special Education

Special education teachers will be implementing a new initiative in 2008-09 called Response to Intervention (RTI). This initiative is intended to provide even more appropriate instruction to special education students. They will be working to insure a more cohesive effort with regular monitoring of IEPs and behavior plans.

H. Cultural Competency

The parent liaison will attend district provided multi-cultural workshops during 2008-09 and bring that information to the school staff. She will, also, use this knowledge to provide more appropriate outreach to the School 88 parents. The parent liaison is not yet identified so this is assigned to the building principal until the liaison is hired.

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

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

J. Instruction by Highly Qualified Teachers

Only teachers who meet 'highly qualified' status will be employed at School 88. All classroom teachers currently meet this requirement. This is in place now and will continue.

K. Attracting Highly Qualified Teachers

In the event that new teachers must be hired, only highly qualified teachers will be interviewed. Their areas of special interest, experience, and expertise will be carefully checked by the principal to insure a match with building needs. Once this has been done, the principal will develop an interview protocol, schedule an interview, and convene the interview committee (as appointed by SBDM). These procedures will ensure that highly qualified candidates are brought to the interview table. It is up to the interview team and the building appearance to convince the interviewee that this is the right place for them.

L. Early Childhood Assistance

School 88 staff (parent liaison, pre-K teacher, kindergarten teachers) will increase contact with child care providers and parents of young children in the neighborhood. This contact will address kindergarten readiness skills and behaviors, kindergarten round-up dates, and age requirements.

M. Assessment Results to Parents

School 88 will offer workshops to parents in order to explain student test results. These test results will include DIBELS, Benchmarks, and ISTEP student reports. These workshops will need to occur at least once each semester in order to provide updates to parents. The parent liaison and Title I coordinator will schedule and direct these, but neither person is yet in position. The principal will pass this responsibility on when these people are on board.

N. Parent Notice of "School in Improvement"

If School 88 does not meet AYP again next year, it will be required to notify parents that it is a school in improvement. The procedures for this include notification by mail and those letters will come from the principal's office. I believe this happens in January 2009.

O. Extended Learning Activities

IPS supplements instruction through Summer School for four weeks during the summer for those identified students needing additional help in Reading and/or Math. Students are identified through District Benchmark testing, ISTEP scores, DIBELS, and teacher recommendation. School 88 follows the protocol for suggesting additional students for summer school. School 88 encourages those students to attend summer school for the full term.

P. Teacher Mentoring Program: Principal Walk-throughs

Principals will conduct "walk-throughs" with each teacher during which the principal will look for student orientation to work, curriculum decisions, delivery of instruction, read the walls, and health/safety issues throughout the school year, August-May. The principal will provide mentoring to teachers as needed.

Q. School-Parent Involvement Policy

The Title I staff will use its Annual Meeting to announce our new school-wide Title I status. At that time they will inform parents of what this means and review the School Parent Compact and the Parent Involvement Policy. The Annual Meeting will occur in the fall. Title staff not yet in place.

R. Parent Right-to-Know Letter

The Title I staff will use its Annual Meeting to explain the Parent Right to Know letter.

S. School-Parent Compact

The Title I staff will use its Annual Meeting to describe what Title I means to School 88, its students, parents, and staff. They will then present the School Parent Compact as created by parent and staff input in March 2008. Parents, students, and staff will sign-off on the document for each School 88 student. These forms will be kept on file by the Title I staff.

T. Annual Parent Meeting

The Annual Parent Meeting will be scheduled by the principal and co-hosted by her, the Title I coordinator, and the Parent Liaison. It should be held in late August. At this time the Title Program and other School 88 agendas will be explained to parents. In addition, staff will be introduced.

U. Targeted Assistance

Current group not meeting AYP (Black students ELA ISTEP) will be targeted through 6+1 Traits.

V. Peer Review for SIP

The SIP will be reviewed by the SBDM committee and the full School 88 staff. The full staff will sign off on the final draft. The SBDM committee will review the preliminary draft. In addition, the School 88 Community council will be given an overview of the plan at its March 27 meeting.

AA. Curriculum Mapping: Curriculum Mapping

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

BB. Benchmark Assessments: Benchmark Assessments

Teachers will follow the IPS pacing guides; implement quarterly benchmark assessments in math, English, science, and social studies; and provide remediation for students throughout the school year, August-May.

CC. TESA: TESA

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

Professional Development

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

A. Parent Involvement: Parent Liaison

Professional Development Activity	Funding	Activity Purpose
<i>Monthly Parent Liaison Professional Development by District</i>	Source: na Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Monthly meeting with the Title I Parent Facilitator will provide on-going staff development for all parent liaisons.	Other	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Parent Workshops</i>	Source: n/a Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Title I staff at each school will provide Parent Liaisons with materials, ideas, instructions for monthly work packets the parent liaison will take to parents during home visits.	Teachers Other	Presentation/Workshop Other

B. Technology Coordination: School Technology

Professional Development Activity	Funding	Activity Purpose
<i>Mastery of International Society for Technology in Education (ISTE) standards for Administrators</i>	Source: district Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Central office will provide professional development for administrator standards in technology	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>K-8 Mastery of International Society of Technology in Education (ISTE) standards for InSAI Technolog</i>	Source: district Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Central office will provide professional development for the InSAI Technology Strategy Chairs on the ISTE standards.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>K-8 Mastery of International Society for Technology in Education (ISTE) standards for Teachers</i>	Source: district Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
InSAI Technology Strategy chairs will provide professional development for the school staff.	Teachers	Presentation/Workshop

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

Professional Development Activity	Funding	Activity Purpose
<i>Focus on Organization--Teacher training</i>	Source: na Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Principals will provide "Focus on Organization" training for their staff based on training provided for them by Central Office	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Focus on Ideas--6+1 Teacher training</i>	Source: na Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Principals will provide "Focus on Ideas" training for their staff based on training provided for them by Central Office.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Focus on Sentence Fluency--6+1 Teacher training</i>	Source: n/a Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Principals will provide "Focus on Sentence Fluency" training for their staff based on training provided for them by Central Office	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Focus on Conventions--Teacher training</i>	Source: n/a Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Principals will provide "Focus on Conventions" training for their staff based on training provided for them by Central Office.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
"Focus on Ideas" 6+1 Principal training	Source: district Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Central office will provide "Focus on Ideas" training during a principal's meeting with the expectation that the principals will train their staff following the implementation window.	Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
"Focus on Organization" 6+1 Principal training	Source: district Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Central office will provide "Focus on Organization" training during a principal's meeting with the expectation that the principals will train their staff following the implementation window.	Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
"Focus on Sentence Fluency" 6+1 Principal Training	Source: district Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Central office will provide "Focus on Sentence Fluency" training during a principal's meeting with the expectation that the principals will train their staff following the implementation window.	Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
"Focus on Conventions" 6+1 Principal Training	Source: district Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Central office will provide "Focus on Conventions" training during a principal's meeting with the expectation that the principals will train their staff following the implementation window.	Administrators	Talk to Presentation/Workshop

L. Early Childhood Assistance

Professional Development Activity	Funding	Activity Purpose
train Title teacher and parent liaison in kindergarten entry expectations	Source: n/a Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
District to provide information for parent liaison, Title I teacher regarding Kindergarten expectations	Teachers Other	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Provide professional development for child care providers regarding entry skills for kindergarten st</i>	Source: n/a Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Parent liaison, Title I teacher will provide quarterly workshops for community child care providers to inform, increase their expectations of the pre-K students/children in their care.	Parents Community Members Other	Presentation/Workshop

O. Extended Learning Activities

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Principal Walk-throughs

Professional Development Activity	Funding	Activity Purpose
<i>Overview and Software Training</i>	Source: na Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Principals will receive an overview and training on software used for principal walkthroughs.	Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Principal walkthroughs/mentoring Focus: Looking at Instruction</i>	Source: na Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers needing help with instruction will be identified during principal walkthroughs. Principals will then mentor those teachers.	Teachers Administrators	Talk to Study Group Professional Reading Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Principal Walkthroughs/Mentoring Focus:: Looking at the Learner</i>	Source: na Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers needing help with looking at the learner will be identified during principal walkthroughs. Principals will then mentor those teachers.	Teachers Administrators	Talk to Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Principal Walkthroughs/Mentoring Focus: Looking at Differentiation</i>	Source: na Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers needing help with differentiation will be identified during principal walkthroughs. Principals will then mentor those teachers.	Teachers Administrators	Talk to Professional Reading Collaborative Problem Solving Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Principal Walkthroughs/Mentoring-Focus: Curriculum</i>	Source: na Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers needing help with curriculum will be identified during principal walkthroughs. Principals will then mentor those teachers.	Teachers Administrators	Talk to Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Principal Walkthroughs/Mentoring Focus: Looking at the Environment</i>	Source: na Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teacher needing help with looking at the environment will be identified during principal walkthroughs. Principals will then mentor those teachers	Teachers Administrators	Presentation/Workshop Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Principal Walkthroughs/Mentoring Focus: Analyzing Data from Walkthroughs</i>	Source: n/a Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers needing help with analyzing data will be identified during principal walkthroughs. Principals will then mentor those teachers.	Teachers Administrators	Presentation/Workshop Study Group Professional Reading

U. Targeted Assistance

No professional development is needed for this strategy.

AA. Curriculum Mapping: Curriculum Mapping

Professional Development Activity	Funding	Activity Purpose
<i>Mapping--Tier III Group: Pacing/Consensus Leadership Team</i>	Source: n/a Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Curriculum Mapping task force members will attend four training sessions presented by the district.	Teachers	Presentation/Workshop

BB. Benchmark Assessments: Benchmark Assessments

No professional development is needed for this strategy.

CC. TESA: TESA

Professional Development Activity	Funding	Activity Purpose
<i>TESA pd for staff</i>	Source: n/a Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
A TESA workshop will be presented to new staff members. The principal and one teacher will present five TESA Workshops (Units 1-5) for teachers throughout the year.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>PD for Principal and one Teacher from 88 (Motley)</i>	Source: n/a Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
The principal and a teacher will attend five TESA "Trainer of Trainers" Workshops during the school year where they will learn implementation strategies for teacher workshops.	Teachers Administrators	Presentation/Workshop

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

Former Areas of Concern Summary

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

Local Areas of Concern

Required Areas of Concern

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

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Liaison

B. Technology Coordination (PL221, IPS)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- B. Technology Coordination: School Technology

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: School Safety Plan and School-wide Discipline Plan

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted
- I. Focused Instruction / Curriculum: 6+1 Traits Writing

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education
- I. Focused Instruction / Curriculum: 6+1 Traits Writing

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

Strategies to Impact This Concern:

- H. Cultural Competency

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

Data Targets Influenced by This Concern:

- Black students -- Pass ISTEP English/Language Arts
- Special Education Students -- Pass ISTEP ELA
- Third Grade Students -- Pass ISTEP Writing Process applications

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: 6+1 Traits Writing
- P. Teacher Mentoring Program: Principal Walk-throughs
- CC. TESA: TESA

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- Black students -- Pass ISTEP English/Language Arts
- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- L. Early Childhood Assistance

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

Strategies to Impact This Concern:

- M. Assessment Results to Parents
- BB. Benchmark Assessments: Benchmark Assessments

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

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- N. Parent Notice of "School in Improvement"

O. Extended Learning Activities (Title I, NCLB)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- BB. Benchmark Assessments: Benchmark Assessments
- O. Extended Learning Activities

P. Teacher Mentoring Program (NCLB, IPS)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Principal Walk-throughs

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- Black students -- Pass ISTEP English/Language Arts
- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

Strategies to Impact This Concern:

- U. Targeted Assistance

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- V. Peer Review for SIP

AA. Curriculum Mapping (IPS)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA

- Special Education Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

Strategies to Impact This Concern:

- AA. Curriculum Mapping: Curriculum Mapping

BB. Benchmark Assessments (IPS)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- BB. Benchmark Assessments: Benchmark Assessments

CC. TESA (IPS)

Data Targets Influenced by This Concern:

- Black Students -- Pass ISTEP Math
- Free/Reduced Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math
- Third Grade Students -- Pass ISTEP Writing Process applications

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Principal Walk-throughs
- CC. TESA: TESA

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:	Principal's office; Media Center	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	DIBELS is given to Kindergarten through Sixth grade; ISTEP is given to 3rd through 6th	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:	No programs are consolidated according to Title I and IPS guidelines.	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Benchmark Assessments

May 23, 2008: Collect Data from assessments

Person: Grade 2-6 Classroom teachers

Activity: Administer benchmark assessment

May 23, 2008: Grades 2-6 will administer benchmark assessment every 4.5 weeks.

Person: Grade 2-6 Classroom Teachers

Activity: Administer benchmark assessment

May 23, 2008: Group students in need of remediation by common areas.

Person: Grade 2-6 Classroom teachers

Activity: Administer benchmark assessment

May 23, 2008: % of support staff who provide assistance to students who did not pass the benchmark assessments

Person: Principal

Activity: Collect baseline data

May 23, 2008: % of teachers who administer district benchmark assessments, grades 2-6

Person: Sheryl Reed

Activity: Collect baseline data

May 23, 2008: % of teachers who implement classroom lessons that follow the IPS Pacing Guides

Person: Principal

Activity: Collect baseline data

May 23, 2008: % of teachers who implement daily sponge activities that mirror the common deficit indicator identified by benchmark assessments

Person: Principal

Activity: Collect baseline data

May 23, 2008: % of teachers who provide remediation for students who do not pass the benchmark assessments

Person: Principal

Activity: Collect baseline data

May 23, 2008: % of teachers who set aside thirty minutes each day for regrouping and reteaching based on benchmark assessments

Person: Principal

Activity: Collect baseline data

May 23, 2008: % of teachers who submit lesson plans that follow the IPS Pacing Guides

Person: principal

Activity: Collect baseline data

May 24, 2008: % of support staff who provide assistance to students who did not pass the benchmark assessments

Person: Principal

Activity: Collect final semester/trimester follow up data

Aug 25, 2008: Sponge activities will be taught daily that mirror indicators on the benchmark assessments.

Person: Classroom teachers

Activity: Sponge Activities

- Sep , 2008:** Teachers will group students according to skills that need improvement based on the benchmark assessments.
Person: Classroom teachers
Activity: Remediation
- Sep , 2008:** Teachers will debrief after each quarterly test.
Person: Classroom teachers
Activity: Sponge Activities
- Sep 1, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Sep 1, 2008:** Teachers will follow lesson plans developed around IPS Pacing Guide
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Sep 8, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Sep 8, 2008:** Teachers will develop activities to give extra practice in needed areas.
Person: Classroom teachers
Activity: Remediation
- Sep 15, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Sep 22, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Sep 29, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Oct 6, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Oct 8, 2008:** Teachers will develop activities to give extra practice in needed areas.
Person: Classroom teachers
Activity: Remediation
- Oct 13, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Oct 20, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Oct 27, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Nov 3, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans

- Nov 8, 2008:** Teachers will develop activities to give extra practice in needed areas.
Person: Classroom teachers
Activity: Remediation
- Nov 10, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Nov 17, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Nov 24, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Dec 1, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Dec 8, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Dec 8, 2008:** Teachers will develop activities to give extra practice in needed areas.
Person: Classroom teachers
Activity: Remediation
- Dec 12, 2008:** % of support staff who provide assistance to students who did not pass the benchmark assessments
Person: Principal
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of teachers who administer the benchmark assessments grades 2-6
Person: Principal
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of teachers who implement classroom lessons that follow the IPS Pacing Guides
Person: Principal
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of teachers who implement daily sponge activities that mirror the common deficit indicator identified by the benchmark assessments
Person: Principal
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of teachers who provide remediation for students who do not pass benchmark assessments
Person: Principal
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of teachers who set aside thirty minutes each day for regrouping and reteaching based on the benchmark assessments
Person: Principal
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of teachers who submit lesson plans that follow the IPS Pacing Guides
Person: principal
Activity: Collect first semester/trimester follow up data
- Dec 15, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans

- Dec 22, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Dec 29, 2008:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Jan 5, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Jan 8, 2009:** Teachers will develop activities to give extra practice in needed areas.
Person: Classroom teachers
Activity: Remediation
- Jan 12, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Jan 19, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Jan 26, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Feb 2, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Feb 8, 2009:** Teachers will develop activities to give extra practice in needed areas.
Person: Classroom teachers
Activity: Remediation
- Feb 9, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Feb 16, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Feb 23, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Mar 2, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans
- Mar 8, 2009:** Teachers will develop activities to give extra practice in needed areas.
Person: Classroom teachers
Activity: Remediation
- Mar 9, 2009:** K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.
Person: Principal
Activity: IPS Pacing Guide Lesson Plans

Mar 16, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

Mar 23, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

Mar 30, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

Apr 6, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

Apr 8, 2009: Teachers will develop activities to give extra practice in needed areas.

Person: Classroom teachers

Activity: Remediation

Apr 13, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

Apr 20, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

Apr 27, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

May 4, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

May 8, 2009: Teachers will develop activities to give extra practice in needed areas.

Person: Classroom teachers

Activity: Remediation

May 11, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

May 18, 2009: K-6 Teachers will make weekly lesson plans according to quarterly pacing guides.

Person: Principal

Activity: IPS Pacing Guide Lesson Plans

May 24, 2009: % of teachers who administer the benchmark assessments

Person: Principal

Activity: Collect final semester/trimester follow up data

May 24, 2009: % of teachers who implement classroom lessons that follow the IPS Pacing Guides

Person: Principal

Activity: Collect final semester/trimester follow up data

May 24, 2009: % of teachers who implement daily sponge activities that mirror the common deficit indicator identified by the benchmark assessments

Person: Principal

Activity: Collect final semester/trimester follow up data

May 24, 2009: % of teachers who provide remediation for students who do not pass the benchmark assessments

Person: Principal

Activity: Collect final semester/trimester follow up data

May 24, 2009: % of teachers who set aside thirty minutes each day for regrouping and reteaching based on the benchmark assessments

Person: Principal

Activity: Collect final semester/trimester follow up data

May 24, 2009: % of teachers who submit lesson plans that follow the IPS Pacing Guides

Person: Principal

Activity: Collect final semester/trimester follow up data

Curriculum Mapping

Apr 12, 2008: Overview of mapping and sharing what has been done in other Tier Groups/Grade-level curriculum mapping, including Rubicon Atlas

Person: District

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

Jun 12, 2008: Continue grade level curriculum mapping/mapping cross grade-level

Person: District

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

Jun 13, 2008: Mapping Cross Grade-level

Person: District

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

Aug 5, 2008: Curriculum Mapping--Ready, Set, Go!

Person: District

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

Early Childhood Assistance

Apr 10, 2008: Distribute flyers to students enrolled at School 88

Person: secretary

Activity: register students for kindergarten during round-up

May 16, 2008: prepare folders for kindergarten registration including parent literature

Person: secretary

Activity: register students for kindergarten during round-up

May 20, 2008: distribute flyers to all students at #88

Person: secretary

Activity: register students for kindergarten during round-up

May 20, 2008: distribute signs promoting round-up to child care providers in community

Person: secretary

Activity: register students for kindergarten during round-up

Jul 15, 2008: Title I summer training sessions

Person: Minetta Richardson

Activity: train Title teacher and parent liaison in kindergarten entry expectations

Aug 5, 2008: Connect-Ed message announcing kindergarten round up

Person: principal

Activity: register students for kindergarten during round-up

- Aug 15, 2008:** tabulate registrations from April and the new ones
Person: secretary and principal
Activity: Collect baseline data
- Aug 20, 2008:** Administer BOY DIBELS
Person: kindergarten teachers (Bishopp, Stevens, Pellor, Taylor)
Activity: Collect baseline data
- Aug 25, 2008:** information sharing with kindergarten teachers, Title I teacher, parent liaison
Person: Bishopp
Activity: train Title teacher and parent liaison in kindergarten entry expectations
- Sep 1, 2008:** invite child care providers to appropriate meetings hosted by parent liaison
Person: parent liaison
Activity: child care providers will be contacted to meet and share ideas, materials, and goals as well as need
- Sep 8, 2008:** Log of communication with community child care providers
Person: parent liaison
Activity: Collect baseline data
- Sep 10, 2008:** analyze entry data from DIBELS in relationship to children who attended child care/did not attend previous child care
Person: reading coach and kn dg. teachers
Activity: child care providers will be contacted to meet and share ideas, materials, and goals as well as need
- Oct 1, 2008:** invite child care providers to appropriate meetings hosted by parent liaison, Title I teacher
Person: parent liaison
Activity: child care providers will be contacted to meet and share ideas, materials, and goals as well as need
- Oct 1, 2008:** present needs and data, develop plan to improve skills of children before they enter kn dg. with child care providers in community, parents
Person: Title I teacher, reading coach, kindergarten teachers
Activity: child care providers will be contacted to meet and share ideas, materials, and goals as well as need
- Oct 1, 2008:** Coordinate, organize workshop(s) with parent liaison, Reading Coach, Title I teacher, Kg teachers quarterly
Person: principal, parent liaison, Title I teacher
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Oct 1, 2008:** Invite community child care providers (public, private, in-home) to workshop(s)
Person: parent liaison
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Oct 1, 2008:** provide survey for child care providers to gauge awareness, skill-base, materials for teaching the readiness skills
Person: parent liaison, Title I teacher
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Dec 2, 2008:** Coordinate, organize workshop(s) with parent liaison, Reading Coach, Title I teacher, Kg teachers quarterly
Person: principal, parent liaison, Title I teacher
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Dec 2, 2008:** Invite community child care providers (public, private, in-home) to workshop(s)
Person: parent liaison
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Dec 12, 2008:** Log of communication with community child care providers
Person: parent liaison
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** Survey community child care providers who attended workshop(s)--awareness of early literacy skills, behaviors for Kg.
Person: parent liaison
Activity: Collect first semester/trimester follow up data

- Jan 1, 2009:** invite child care providers to appropriate meetings hosted by parent liaison, Title I teacher
Person: parent liaison
Activity: child care providers will be contacted to meet and share ideas, materials, and goals as well as need
- Jan 10, 2009:** readminister the survey mid-year to assess acquired knowledge, materials
Person: parent liaison, Title I teacher
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Jan 23, 2009:** Administer and tabulate MOY DIBELS--compare growth since BOY
Person: reading coach
Activity: Collect first semester/trimester follow up data
- Feb 3, 2009:** Coordinate, organize workshop(s) with parent liaison, Reading Coach, Title I teacher, Kg teachers quarterly
Person: principal, parent liaison, Title I teacher
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Feb 3, 2009:** Invite community child care providers (public, private, in-home) to workshop(s)
Person: parent liaison
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Mar 1, 2009:** invite child care providers to appropriate meetings hosted by parent liaison, Title I teacher
Person: parent liaison
Activity: child care providers will be contacted to meet and share ideas, materials, and goals as well as need
- Apr 7, 2009:** Coordinate, organize workshop(s) with parent liaison, Reading Coach, Title I teacher, Kg teachers quarterly
Person: principal, parent liaison, Title I teacher
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Apr 7, 2009:** Invite community child care providers (public, private, in-home) to workshop(s)
Person: parent liaison
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- Apr 10, 2009:** Connect-Ed message announcing Kindergarten round-up
Person: principal
Activity: register students for kindergarten during round-up
- Apr 10, 2009:** distribute flyers to community child care providers
Person: secretary
Activity: register students for kindergarten during round-up
- May 1, 2009:** invite child care providers to appropriate meetings hosted by parent liaison, Title I teacher
Person: parent liaison
Activity: child care providers will be contacted to meet and share ideas, materials, and goals as well as need
- May 1, 2009:** share data, goals, etc. with child care providers at meetings held by parent liaison
Person: parent liaison, reading coach, title teacher, parent liaison
Activity: child care providers will be contacted to meet and share ideas, materials, and goals as well as need
- May 1, 2009:** Survey child care providers who attended workshops--awareness of literacy skills, behaviors for kg
Person: parent liaison
Activity: Collect final semester/trimester follow up data
- May 1, 2009:** Administer final survey to assess increase in expectations of child care providers for the children
Person: parent liaison, Title I teacher
Activity: Provide professional development for child care providers regarding entry skills for kindergarten st
- May 10, 2009:** Connect-Ed message announcing Kindergarten round-up
Person: principal
Activity: register students for kindergarten during round-up

May 24, 2009: Log of communication with community child care providers

Person: parent liaison

Activity: Collect final semester/trimester follow up data

May 24, 2009: Tabulate Kg round-up registrations--compare to last year's data

Person: principal, secretary

Activity: Collect final semester/trimester follow up data

Extended Learning Activities

May 1, 2008: % of teachers recommending students for summer school

Person: principal

Activity: Collect baseline data

Jan 25, 2009: Compile/Compare list of intensive students from January benchmark DIBELS to district summer school recommendation

Person: Reading Coach

Activity: teachers will recommend students for remediation through summer school

Apr 10, 2009: Use other classroom data to inform decision for suggested summer school

Person: teachers, principal

Activity: teachers will recommend students for remediation through summer school

May 1, 2009: % of teachers recommending students for summer school

Person: principal

Activity: Collect final semester/trimester follow up data

May 10, 2009: Post signs announcing summer school dates, school locations

Person: principal

Activity: teachers will recommend students for remediation through summer school

May 10, 2009: Send additional notice/letter from school suggesting students attend summer school

Person: principal, teachers

Activity: teachers will recommend students for remediation through summer school

Focused Instruction / Curriculum

May 23, 2008: % presenting student work for discussion during the STPT meetings

Person: Jennifer Myers

Activity: Collect baseline data

May 23, 2008: % showing student writing scores on a Writing Data Sheet each month

Person: Jennifer Myers

Activity: Collect baseline data

May 23, 2008: % who submit student writing that is aligned with the standards listed in the Write Way

Person: Jennifer Myers

Activity: Collect baseline data

Aug 25, 2008: post monthly writing trait for following month/distribute Writing data sheet

Person: Jennifer Myers

Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Sep 1, 2008: discuss implementing trait at grade level meetings

Person: Principal

Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

- Sep 1, 2008:** share student work at STPT meetings
Person: teachers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide
- Sep 1, 2008:** Distribute additional activities for 6+1 writing K-6 focusing on the monthly focus trait
Person: Jennifer Myers, Pamela Pearce, JaMia Jones
Activity: Provide additional activities for 6+1writing in classroom K-6--positively focusing on improvement
- Sep 22, 2008:** post monthly writing trait for following month/distribute Writing data sheet
Person: Jennifer Myers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide
- Oct , 2008:** Attend "Focus on Ideas" training provided by the district
Person: Principal
Activity: "Focus on Ideas" 6+1 Principal training
- Oct 1, 2008:** discuss implementing trait at grade level meetings
Person: Principal
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide
- Oct 1, 2008:** share student work at STPT meetings
Person: teachers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide
- Oct 1, 2008:** Distribute additional activities for 6+1 writing K-6 focusing on the monthly focus trait
Person: Jennifer Myers, Pamela Pearce, JaMia Jones
Activity: Provide additional activities for 6+1writing in classroom K-6--positively focusing on improvement
- Oct 27, 2008:** post monthly writing trait for following month/distribute Writing data sheet
Person: Jennifer Myers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide
- Nov 1, 2008:** discuss implementing trait at grade level meetings
Person: Principal
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide
- Nov 1, 2008:** share student work at STPT meetings
Person: teachers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide
- Nov 1, 2008:** Distribute additional activities for 6+1 writing K-6 focusing on the monthly focus trait
Person: Jennifer Myers, Pamela Pearce, JaMia Jones
Activity: Provide additional activities for 6+1writing in classroom K-6--positively focusing on improvement
- Nov 19, 2008:** "Focus on Ideas" training for staff based on training provided by Central Office.
Person: Principal
Activity: Focus on Ideas--6+1 Teacher training
- Nov 23, 2008:** post monthly writing trait for following month/distribute Writing data sheet
Person: Jennifer Myers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide
- Dec , 2008:** Attend "Focus on Organization" training provided by district
Person: Principal
Activity: "Focus on Organization" 6+1 Principal training
- Dec 1, 2008:** discuss implementing trait at grade level meetings
Person: Principal
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Dec 1, 2008: share student work at STPT meetings
Person: teachers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Dec 1, 2008: Distribute additional activities for 6+1 writing K-6 focusing on the monthly focus trait
Person: Jennifer Myers, Pamela Pearce, JaMia Jones
Activity: Provide additional activities for 6+1writing in classroom K-6--positively focusing on improvement

Dec 12, 2008: % presenting student work for discusssion during the STPT meetings
Person: Jennifer Myers
Activity: Collect first semester/trimester follow up data

Dec 12, 2008: % showing student writing scores on a Writing Data Sheet each month
Person: Jennifer Myers
Activity: Collect first semester/trimester follow up data

Dec 12, 2008: % who submit student writing that is aligned with the standards listed in the Write Way
Person: Jennifer Myers
Activity: Collect first semester/trimester follow up data

Dec 22, 2008: post monthly writing trait for following month/distribute Writing data sheet
Person: Jennifer Myers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Jan 1, 2009: discuss implementing trait at grade level meetings
Person: Principal
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Jan 1, 2009: share student work at STPT meetings
Person: teachers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Jan 1, 2009: Distribute additional activities for 6+1 writing K-6 focusing on the monthly focus trait
Person: Jennifer Myers, Pamela Pearce, JaMia Jones
Activity: Provide additional activities for 6+1writing in classroom K-6--positively focusing on improvement

Jan 21, 2009: "Focus on Organization" training for the staff based on training provided by the Central Office.
Person: Principal
Activity: Focus on Organization--Teacher training

Jan 26, 2009: post monthly writing trait for following month/distribute Writing data sheet
Person: Jennifer Myers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Feb , 2009: Attend "Focus on Sentence Fluency" training provided by the district
Person: Principal
Activity: "Focus on Sentence Fluency" 6+1 Principal Training

Feb 1, 2009: discuss implementing trait at grade level meetings
Person: Principal
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Feb 1, 2009: share student work at STPT meetings
Person: teachers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Feb 1, 2009: Distribute additional activities for 6+1 writing K-6 focusing on the monthly focus trait
Person: Jennifer Myers, Pamela Pearce, JaMia Jones
Activity: Provide additional activities for 6+1writing in classroom K-6--positively focusing on improvement

Feb 23, 2009: post monthly writing trait for following month/distribute Writing data sheet
Person: Jennifer Myers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Mar 1, 2009: discuss implementing trait at grade level meetings
Person: Principal
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Mar 1, 2009: share student work at STPT meetings
Person: teachers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Mar 1, 2009: Distribute additional activities for 6+1 writing K-6 focusing on the monthly focus trait
Person: Jennifer Myers, Pamela Pearce, JaMia Jones
Activity: Provide additional activities for 6+1writing in classroom K-6--positively focusing on improvement

Mar 18, 2009: "Focus on sentence fluency" training for staff based on training provided by the Central Office.
Person: Principal
Activity: Focus on Sentence Fluency--6+1 Teacher training

Mar 23, 2009: post monthly writing trait for following month/distribute Writing data sheet
Person: Jennifer Myers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Apr , 2009: Attend "Focus on Conventions" Principal Training provided by district
Person: Principal
Activity: "Focus on Conventions" 6+1 Principal Training

Apr 1, 2009: discuss implementing trait at grade level meetings
Person: Principal
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Apr 1, 2009: share student work at STPT meetings
Person: teachers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

Apr 1, 2009: Distribute additional activities for 6+1 writing K-6 focusing on the monthly focus trait
Person: Jennifer Myers, Pamela Pearce, JaMia Jones
Activity: Provide additional activities for 6+1writing in classroom K-6--positively focusing on improvement

Apr 27, 2009: post monthly writing trait for following month/distribute Writing data sheet
Person: Jennifer Myers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

May 1, 2009: discuss implementing trait at grade level meetings
Person: Principal
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

May 1, 2009: share student work at STPT meetings
Person: teachers
Activity: improve writing instruction using 6+1 Writing according to Write Way guidelines and training provide

May 1, 2009: Distribute additional activities for 6+1 writing K-6 focusing on the monthly focus trait
Person: Jennifer Myers, Pamela Pearce, JaMia Jones
Activity: Provide additional activities for 6+1writing in classroom K-6--positively focusing on improvement

May 15, 2009: % presenting student work for discussion during the STPT meetings
Person: Jennifer Myers
Activity: Collect final semester/trimester follow up data

- May 15, 2009:** % showing student writing scores on a Writing Data Sheet each month
Person: Jennifer Myers
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** % who submit student writing that is aligned with the standards listed in the Write Way
Person: Jennifer Myers
Activity: Collect final semester/trimester follow up data
- May 20, 2009:** "Focus on conventions" training for staff based on training provided by the Central Office
Person: Principal
Activity: Focus on Conventions--Teacher training

Parent Involvement

- May 16, 2008:** % of intensive students' homes that have monthly visits by parent liaison
Person: strategy chair
Activity: Collect baseline data
- May 16, 2008:** % of intensive students' homes that receive monthly phone calls from parent liaison
Person: strategy chair
Activity: Collect baseline data
- May 16, 2008:** % of parents of intensive students who attend at least one parent workshop during 2008-09
Person: strategy chair
Activity: Collect baseline data
- May 16, 2008:** % of parents who report that they communicate with their children's teachers on a regular basis
Person: strategy chair
Activity: Collect baseline data
- May 16, 2008:** % of parents who report that they talk to their children daily about school
Person: strategy chair
Activity: Collect baseline data
- May 16, 2008:** Collect baseline data for students returning homework signed weekly
Person: strategy chair, teachers
Activity: Collect baseline data
- May 16, 2008:** Number of Title I staff members who attend at least one parent workshop
Person: strategy chair
Activity: Collect baseline data
- Aug 19, 2008:** Construct parent survey based on information needed for planning
Person: parent liaison
Activity: Evaluating Information from Parent Survey
- Aug 25, 2008:** Print/distribute parent survey
Person: parent liaison
Activity: Evaluating Information from Parent Survey
- Aug 28, 2008:** Family newsletter sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Aug 28, 2008:** Workshop flyers sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Aug 29, 2008:** Collect parent surveys from all teachers
Person: parent liaison
Activity: Evaluating Information from Parent Survey

- Sep 1, 2008:** Connect-Ed messages will announce up-coming school-wide events
Person: parent liaison, principal
Activity: Monthly Family Involvement
- Sep 1, 2008:** Post family involvement activities in hallway/bulletin board(s)
Person: parent liaison
Activity: Monthly Family Involvement
- Sep 1, 2008:** Teachers promote parent activities in weekly/bi-weekly classroom newsletters
Person: teachers
Activity: Monthly Family Involvement
- Sep 1, 2008:** Monthly meeting with Title I parent facilitator to provide ongoing professional development
Person: District Title I Parent Facilitator
Activity: Monthly Parent Liaison Professional Development by District
- Sep 1, 2008:** Plan/visit at least 10 intensive students' homes monthly
Person: parent liaison
Activity: Parent Workshops
- Sep 1, 2008:** Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I staff
Activity: Parent Workshops
- Sep 3, 2008:** Meet with Strategy Task Force to evaluate information by question
Person: parent liaison, strategy chair
Activity: Evaluating Information from Parent Survey
- Sep 5, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Sep 10, 2008:** Plan calendar of activities for each month as determined by parent survey
Person: parent liaison, strategy chair
Activity: Evaluating Information from Parent Survey
- Sep 12, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Sep 12, 2008:** Update school website with parent information based on survey/activities planned for year
Person: parent liaison, technology chair
Activity: Evaluating Information from Parent Survey
- Sep 15, 2008:** Collect DIBELS data and determine intensive students
Person: parent liaison, reading coach
Activity: Organizing data and home visit database
- Sep 15, 2008:** Collect DIBELS data and determine intensive students
Person: parent liaison, reading coach
Activity: Planning parent phone calls
- Sep 16, 2008:** Organize a database with parent names, addresses, phone numbers of intensive students
Person: parent liaison
Activity: Organizing data and home visit database
- Sep 17, 2008:** Organize a database with intensive students' parents' names, addresses, phone numbers
Person: parent liaison
Activity: Planning parent phone calls

- Sep 17, 2008:** Plan a schedule to call and support parents of intensive students. Make a calendar. Create Log for date/parent contacts.
Person: parent liaison
Activity: Planning parent phone calls
- Sep 19, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Sep 26, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Sep 29, 2008:** Invite all staff to monthly workshop/event through email, morning notes, word of mouth
Person: parent liaison
Activity: Invite staff to monthly workshops
- Sep 29, 2008:** Family newsletter sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Sep 29, 2008:** Workshop Flyers sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Oct 1, 2008:** Connect-Ed messages will announce up-coming school-wide events
Person: parent liaison, principal
Activity: Monthly Family Involvement
- Oct 1, 2008:** Post family involvement activities in hallway/bulletin board(s)
Person: parent liaison
Activity: Monthly Family Involvement
- Oct 1, 2008:** Teachers promote parent activities in weekly/bi-weekly classroom newsletters
Person: teachers
Activity: Monthly Family Involvement
- Oct 1, 2008:** Monthly meeting with Title I parent facilitator to provide ongoing professional development
Person: District Title I Parent Facilitator
Activity: Monthly Parent Liaison Professional Development by District
- Oct 1, 2008:** Plan/visit at least 10 intensive students' homes monthly
Person: parent liaison
Activity: Parent Workshops
- Oct 1, 2008:** Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I staff
Activity: Parent Workshops
- Oct 3, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Oct 10, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Oct 17, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data

- Oct 24, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Oct 29, 2008:** Invite all staff to monthly workshop/event through email, morning notes, word of mouth
Person: parent liaison
Activity: Invite staff to monthly workshops
- Oct 29, 2008:** Family newsletter sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Oct 29, 2008:** Workshop Flyers sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Oct 31, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Nov 1, 2008:** Connect-Ed messages will announce up-coming school-wide events
Person: parent liaison, principal
Activity: Monthly Family Involvement
- Nov 1, 2008:** Post family involvement activities in hallway/bulletin board(s)
Person: parent liaison
Activity: Monthly Family Involvement
- Nov 1, 2008:** Teachers promote parent activities in weekly/bi-weekly classroom newsletters
Person: teachers
Activity: Monthly Family Involvement
- Nov 1, 2008:** Monthly meeting with Title I parent facilitator to provide ongoing professional development
Person: District Title I Parent Facilitator
Activity: Monthly Parent Liaison Professional Development by District
- Nov 1, 2008:** Plan/visit at least 10 intensive students' homes monthly
Person: parent liaison
Activity: Parent Workshops
- Nov 1, 2008:** Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I staff
Activity: Parent Workshops
- Nov 7, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Nov 14, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Nov 21, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Nov 28, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data

- Nov 29, 2008:** Invite all staff to monthly workshop/event through email, morning notes, word of mouth
Person: parent liaison
Activity: Invite staff to monthly workshops
- Nov 29, 2008:** Family newsletter sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Nov 29, 2008:** Workshop Flyers sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Dec 1, 2008:** Connect-Ed messages will announce up-coming school-wide events
Person: parent liaison, principal
Activity: Monthly Family Involvement
- Dec 1, 2008:** Post family involvement activities in hallway/bulletin board(s)
Person: parent liaison
Activity: Monthly Family Involvement
- Dec 1, 2008:** Teachers promote parent activities in weekly/bi-weekly classroom newsletters
Person: teachers
Activity: Monthly Family Involvement
- Dec 1, 2008:** Monthly meeting with Title I parent facilitator to provide ongoing professional development
Person: District Title I Parent Facilitator
Activity: Monthly Parent Liaison Professional Development by District
- Dec 1, 2008:** Plan/visit at least 10 intensive students' homes monthly
Person: parent liaison
Activity: Parent Workshops
- Dec 1, 2008:** Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I staff
Activity: Parent Workshops
- Dec 5, 2008:** Collect and tally % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of parents of intensive students who attended at least one parent workshop
Person: parent liaison, principal
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of parents who report that they talk to their children daily about school
Person: parent liaison, task force
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of parents who say they communicate with teachers on regular basis (survey)
Person: parent liaison, task force
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of phone calls made to parents of intensive students by parent liaison
Person: parent liaison, principal
Activity: Collect first semester/trimester follow up data
- Dec 12, 2008:** % of students returning homework signed
Person: parent liaison, teachers
Activity: Collect first semester/trimester follow up data

Dec 12, 2008: % of Title I staff who attended at least one parent workshop
Person: parent liaison, principal
Activity: Collect first semester/trimester follow up data

Dec 12, 2008: %of intensive students' homes were visited by parent liaison
Person: parent liaison, principal
Activity: Collect first semester/trimester follow up data

Dec 12, 2008: Collect parent surveys
Person: parent liaison
Activity: Collect first semester/trimester follow up data

Dec 29, 2008: Invite all staff to monthly workshop/event through email, morning notes, word of mouth
Person: parent liaison
Activity: Invite staff to monthly workshops

Dec 29, 2008: Family newsletter sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88

Dec 29, 2008: Workshop Flyers sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88

Jan 1, 2009: Connect-Ed messages will announce up-coming school-wide events
Person: parent liaison, principal
Activity: Monthly Family Involvement

Jan 1, 2009: Post family involvement activities in hallway/bulletin board(s)
Person: parent liaison
Activity: Monthly Family Involvement

Jan 1, 2009: Teachers promote parent activities in weekly/bi-weekly classroom newsletters
Person: teachers
Activity: Monthly Family Involvement

Jan 1, 2009: Plan/visit at least 10 intensive students' homes monthly
Person: parent liaison
Activity: Parent Workshops

Jan 1, 2009: Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I staff
Activity: Parent Workshops

Jan 8, 2009: Monthly meeting with Title I parent facilitator to provide ongoing professional development
Person: District Title I Parent Facilitator
Activity: Monthly Parent Liaison Professional Development by District

Jan 9, 2009: Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data

Jan 16, 2009: Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data

Jan 22, 2009: Collect DIBELS data and determine intensive students
Person: parent liaison, reading coach
Activity: Organizing data and home visit database

- Jan 22, 2009:** Revise parent database of intensive students with addresses, phone numbers, etc.
Person: parent liaison
Activity: Organizing data and home visit database
- Jan 22, 2009:** Collect DIBELS data and determine intensive students
Person: parent liaison, reading coach
Activity: Planning parent phone calls
- Jan 23, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- Jan 23, 2009:** Add needed information to Parent database (names, addresses, phone numbers) of new Intensive students
Person: parent liaison
Activity: Planning parent phone calls
- Jan 23, 2009:** Plan/Update a schedule to call and support parents of intensive students. Update/Make a calendar. Record date/parent on log.
Person: parent liaison
Activity: Planning parent phone calls
- Jan 29, 2009:** Invite all staff to monthly workshop/event through email, morning notes, word of mouth
Person: parent liaison
Activity: Invite staff to monthly workshops
- Jan 29, 2009:** Family newsletter sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Jan 29, 2009:** Workshop Flyers sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Jan 30, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- Feb 1, 2009:** Connect-Ed messages will announce up-coming school-wide events
Person: parent liaison, principal
Activity: Monthly Family Involvement
- Feb 1, 2009:** Post family involvement activities in hallway/bulletin board(s)
Person: parent liaison
Activity: Monthly Family Involvement
- Feb 1, 2009:** Teachers promote parent activities in weekly/bi-weekly classroom newsletters
Person: teachers
Activity: Monthly Family Involvement
- Feb 1, 2009:** Monthly meeting with Title I parent facilitator to provide ongoing professional development
Person: District Title I Parent Facilitator
Activity: Monthly Parent Liaison Professional Development by District
- Feb 1, 2009:** Plan/visit at least 10 intensive students' homes monthly
Person: parent liaison
Activity: Parent Workshops
- Feb 1, 2009:** Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I staff
Activity: Parent Workshops

- Feb 6, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- Feb 13, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- Feb 20, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- Feb 27, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- Mar 1, 2009:** Invite all staff to monthly workshop/event through email, morning notes, word of mouth
Person: parent liaison
Activity: Invite staff to monthly workshops
- Mar 1, 2009:** Family newsletter sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Mar 1, 2009:** Workshop Flyers sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88
- Mar 1, 2009:** Connect-Ed messages will announce up-coming school-wide events
Person: parent liaison, principal
Activity: Monthly Family Involvement
- Mar 1, 2009:** Post family involvement activities in hallway/bulletin board(s)
Person: parent liaison
Activity: Monthly Family Involvement
- Mar 1, 2009:** Teachers promote parent activities in weekly/bi-weekly classroom newsletters
Person: teachers
Activity: Monthly Family Involvement
- Mar 1, 2009:** Monthly meeting with Title I parent facilitator to provide ongoing professional development
Person: District Title I Parent Facilitator
Activity: Monthly Parent Liaison Professional Development by District
- Mar 1, 2009:** Plan/visit at least 10 intensive students' homes monthly
Person: parent liaison
Activity: Parent Workshops
- Mar 1, 2009:** Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I staff
Activity: Parent Workshops
- Mar 6, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- Mar 13, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data

Mar 20, 2009: Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data

Mar 27, 2009: Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data

Apr 1, 2009: Invite all staff to monthly workshop/event through email, morning notes, word of mouth
Person: parent liaison
Activity: Invite staff to monthly workshops

Apr 1, 2009: Family newsletter sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88

Apr 1, 2009: Workshop Flyers sent home
Person: parent liaison
Activity: Monthly Family Communication from School 88

Apr 1, 2009: Connect-Ed messages will announce up-coming school-wide events
Person: parent liaison, principal
Activity: Monthly Family Involvement

Apr 1, 2009: Post family involvement activities in hallway/bulletin board(s)
Person: parent liaison
Activity: Monthly Family Involvement

Apr 1, 2009: Teachers promote parent activities in weekly/bi-weekly classroom newsletters
Person: teachers
Activity: Monthly Family Involvement

Apr 1, 2009: Monthly meeting with Title I parent facilitator to provide ongoing professional development
Person: District Title I Parent Facilitator
Activity: Monthly Parent Liaison Professional Development by District

Apr 1, 2009: Plan/visit at least 10 intensive students' homes monthly
Person: parent liaison
Activity: Parent Workshops

Apr 1, 2009: Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I staff
Activity: Parent Workshops

Apr 3, 2009: Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data

Apr 10, 2009: Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data

Apr 17, 2009: Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data

Apr 24, 2009: Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data

- May 1, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- May 1, 2009:** Connect-Ed messages will announce up-coming school-wide events
Person: parent liaison, principal
Activity: Monthly Family Involvement
- May 1, 2009:** Post family involvement activities in hallway/bulletin board(s)
Person: parent liaison
Activity: Monthly Family Involvement
- May 1, 2009:** Teachers promote parent activities in weekly/bi-weekly classroom newsletters
Person: teachers
Activity: Monthly Family Involvement
- May 1, 2009:** Monthly meeting with Title I parent facilitator to provide ongoing professional development
Person: District Title I Parent Facilitator
Activity: Monthly Parent Liaison Professional Development by District
- May 1, 2009:** Plan/visit at least 10 intensive students' homes monthly
Person: parent liaison
Activity: Parent Workshops
- May 1, 2009:** Provide parent liaison with materials, ideas, and instructions for work packet
Person: Title I staff
Activity: Parent Workshops
- May 8, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- May 10, 2009:** Parents complete survey
Person: strategy chair
Activity: Parents complete survey regarding invitational practices (InSAI)
- May 15, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- May 22, 2009:** Collect/tally % of students returned homework signed
Person: parent liaison, teachers
Activity: Collect final semester/trimester follow up data
- May 24, 2009:** % of intensive students' homes were visited by parent liaison
Person: parent liaison, principal
Activity: Collect final semester/trimester follow up data
- May 24, 2009:** % of parents of intensive students who attended at least one parent workshop
Person: parent liaison
Activity: Collect final semester/trimester follow up data
- May 24, 2009:** % of parents who report that they talk to their children daily about school
Person: parent liaison, task force
Activity: Collect final semester/trimester follow up data
- May 24, 2009:** % of parents who say they communicate with teachers on a regular basis (survey)
Person: parent liaison, task force
Activity: Collect final semester/trimester follow up data

May 24, 2009: % of phone calls made to parents of intensive students by parent liaison

Person: parent liaison, principal

Activity: Collect final semester/trimester follow up data

May 24, 2009: %of Title I staff who attended at least one parent workshop

Person: parent liaison, principal

Activity: Collect final semester/trimester follow up data

May 24, 2009: Collect parent surveys

Person: parent liaison

Activity: Collect final semester/trimester follow up data

May 26, 2009: Parent Liaison disaggregates data from survey and summarizes

Person: parent liaison, principal

Activity: Parents complete survey regarding invitational practices (InSAI)

Teacher Mentoring Program

Aug 8, 2008: Review checklist and feedback form at beginning of year staff meeting

Person: principal

Activity: Communicate expectations to all staff (instruction, management, etc.)

Aug 28, 2008: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough

Person: office staff

Activity: Feedback to teachers

Aug 28, 2008: Visit classrooms to complete checklist

Person: principal

Activity: Walkthroughs

Sep , 2008: Attend training for Principal Walkthrough

Person: Principal

Activity: Overview and Software Training

Sep 4, 2008: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough

Person: office staff

Activity: Feedback to teachers

Sep 4, 2008: Visit classrooms to complete checklist

Person: principal

Activity: Walkthroughs

Sep 5, 2008: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed

Person: teachers

Activity: Feedback to teachers

Sep 11, 2008: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough

Person: office staff

Activity: Feedback to teachers

Sep 11, 2008: Visit classrooms to complete checklist

Person: principal

Activity: Walkthroughs

Sep 12, 2008: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed

Person: teachers

Activity: Feedback to teachers

Sep 18, 2008: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough

Person: office staff

Activity: Feedback to teachers

- Sep 18, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Sep 19, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Sep 25, 2008:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Sep 25, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Sep 26, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Oct , 2008:** Principal Walkthrough (curriculum)
Person: Principal
Activity: Principal Walkthroughs/Mentoring-Focus: Curriculum
- Oct , 2008:** Teacher Mentoring (curriculum)
Person: Targeted Teachers
Activity: Principal Walkthroughs/Mentoring-Focus: Curriculum
- Oct 2, 2008:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Oct 2, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Oct 3, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Oct 9, 2008:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Oct 9, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Oct 10, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Oct 16, 2008:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Oct 16, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

- Oct 17, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Oct 23, 2008:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Oct 23, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Oct 24, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Oct 30, 2008:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Oct 30, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Oct 31, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Nov , 2008:** Principal Walkthrough (Instruction)
Person: Principal
Activity: Principal walkthroughs/mentoring Focus: Looking at Instruction
- Nov , 2008:** Teacher Mentoring (Instruction)
Person: Targeted Teachers
Activity: Principal walkthroughs/mentoring Focus: Looking at Instruction
- Nov 6, 2008:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Nov 6, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Nov 7, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Nov 13, 2008:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Nov 13, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Nov 14, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Nov 20, 2008: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Nov 20, 2008: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Nov 21, 2008: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Nov 27, 2008: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Nov 27, 2008: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Nov 28, 2008: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Dec , 2008: Principal Walkthrough (Looking at the Learner)
Person: Principal
Activity: Principal Walkthroughs/Mentoring Focus:: Looking at the Learner

Dec , 2008: Teacher Mentoring (Looking at the Learner)
Person: Targeted Teachers
Activity: Principal Walkthroughs/Mentoring Focus:: Looking at the Learner

Dec 4, 2008: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Dec 4, 2008: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Dec 5, 2008: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Dec 11, 2008: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Dec 11, 2008: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Dec 12, 2008: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Dec 18, 2008: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

- Dec 18, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Dec 19, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Dec 25, 2008:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Dec 25, 2008:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Dec 26, 2008:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Jan , 2009:** Principal Walkthrough (looking at the Environment)
Person: Principal
Activity: Principal Walkthroughs/Mentoring Focus: Looking at the Environment
- Jan , 2009:** Teacher Mentoring (Looking at the Environment)
Person: Targeted Teachers
Activity: Principal Walkthroughs/Mentoring Focus: Looking at the Environment
- Jan 1, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Jan 1, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Jan 2, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Jan 7, 2009:** Review checklist and feedback form, first staff meeting after Winter Break
Person: Principal
Activity: Communicate expectations to all staff (instruction, management, etc.)
- Jan 8, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Jan 8, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Jan 9, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Jan 15, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Jan 15, 2009: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Jan 16, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Jan 22, 2009: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Jan 22, 2009: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Jan 23, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Jan 29, 2009: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Jan 29, 2009: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Jan 30, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Feb , 2009: Principal Walkthrough (Differentiation)
Person: Principal
Activity: Principal Walkthroughs/Mentoring Focus: Looking at Differentiation

Feb , 2009: Teacher Mentoring
Person: Targeted Teachers
Activity: Principal Walkthroughs/Mentoring Focus: Looking at Differentiation

Feb 5, 2009: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Feb 5, 2009: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Feb 6, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Feb 12, 2009: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Feb 12, 2009: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Feb 13, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Feb 19, 2009: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Feb 19, 2009: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Feb 20, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Feb 26, 2009: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Feb 26, 2009: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Feb 27, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Mar , 2009: Principal Walkthrough (analyzing data)
Person: Principal
Activity: Principal Walkthroughs/Mentoring Focus: Analyzing Data from Walkthroughs

Mar , 2009: Teacher Mentoring (Analyzing Data)
Person: Targeted Teachers
Activity: Principal Walkthroughs/Mentoring Focus: Analyzing Data from Walkthroughs

Mar 5, 2009: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Mar 5, 2009: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Mar 6, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

Mar 12, 2009: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers

Mar 12, 2009: Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs

Mar 13, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

- Mar 19, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Mar 19, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Mar 20, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Mar 26, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Mar 26, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Mar 27, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Apr 2, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Apr 2, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Apr 3, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Apr 9, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Apr 9, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Apr 10, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Apr 16, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Apr 16, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Apr 17, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

- Apr 23, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Apr 23, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- Apr 24, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- Apr 30, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- Apr 30, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- May 1, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- May 7, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- May 7, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- May 8, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- May 14, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- May 14, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- May 15, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers
- May 21, 2009:** Walkthrough checklists/feedback will be copied and distributed same day as walkthrough
Person: office staff
Activity: Feedback to teachers
- May 21, 2009:** Visit classrooms to complete checklist
Person: principal
Activity: Walkthroughs
- May 22, 2009:** Teachers will reflect and adjust items on walkthrough, discuss with principal if needed
Person: teachers
Activity: Feedback to teachers

May 28, 2009: Walkthrough checklists/feedback will be copied and distributed same day as walkthrough

Person: office staff

Activity: Feedback to teachers

May 29, 2009: Teachers will reflect and adjust items on walkthrough, discuss with principal if needed

Person: teachers

Activity: Feedback to teachers

Technology Coordination

Oct 1, 2008: Conduct professional development on ISTE for teachers

Person: InSAI Technology Strategy Chairs

Activity: K-8 Mastery of International Society for Technology in Education (ISTE) standards for Teachers

Oct 1, 2008: Attend professional development for ISTE provided by the district

Person: InSAI Technology Strategy Chairs

Activity: K-8 Mastery of International Society of Technology in Education (ISTE) standards for InSAI Technolog

Oct 1, 2008: Attend professional development for ISTE provided by the district

Person: principal

Activity: Mastery of International Society for Technology in Education (ISTE) standards for Administrators

Dec 2, 2008: Conduct professional development on ISTE for teachers

Person: InSAI Technology Strategy Chairs

Activity: K-8 Mastery of International Society for Technology in Education (ISTE) standards for Teachers

Dec 2, 2008: Attend professional development for ISTE provided by the district

Person: InSAI Technology Strategy Chairs

Activity: K-8 Mastery of International Society of Technology in Education (ISTE) standards for InSAI Technolog

Dec 2, 2008: Attend professional development for ISTE provided by the district

Person: principal

Activity: Mastery of International Society for Technology in Education (ISTE) standards for Administrators

Feb 3, 2009: Conduct professional development on ISTE for teachers

Person: InSAI Technology Strategy Chairs

Activity: K-8 Mastery of International Society for Technology in Education (ISTE) standards for Teachers

Feb 3, 2009: Attend professional development for ISTE provided by the district

Person: InSAI Technology Strategy Chairs

Activity: K-8 Mastery of International Society of Technology in Education (ISTE) standards for InSAI Technolog

Feb 3, 2009: Attend professional development for ISTE provided by the district

Person: principal

Activity: Mastery of International Society for Technology in Education (ISTE) standards for Administrators

Apr 7, 2009: Conduct professional development on ISTE for teachers

Person: InSAI Technology Strategy Chairs

Activity: K-8 Mastery of International Society for Technology in Education (ISTE) standards for Teachers

Apr 7, 2009: Attend professional development for ISTE provided by the district

Person: InSAI Technology Strategy Chairs

Activity: K-8 Mastery of International Society of Technology in Education (ISTE) standards for InSAI Technolog

Apr 7, 2009: Attend professional development for ISTE provided by the district

Person: principal

Activity: Mastery of International Society for Technology in Education (ISTE) standards for Administrators

TESA

Apr , 2008: Review coordinator's manual and plan for implementation of workshop
Person: Principal, W. Motley
Activity: Implementation of TESA workshops

Apr 25, 2008: Inform task force members that they will be trouble shooters.
Person: Wanda Motley
Activity: TESA Trouble Shooters

Aug , 2008: Elicit AV assistance from Media Specialist to secure set-up
Person: W. Motley, Principal
Activity: Implementation of TESA workshops

Aug , 2008: Review coordinator's manual and plan for implementation of workshop
Person: Wanda Motley, Principal
Activity: Implementation of TESA workshops

Aug 12, 2008: Presentation of TESA to new faculty members
Person: Wanda Motley, Principal
Activity: TESA pd for staff

Sep , 2008: Elicit AV assistance from Media Specialist to secure set-up
Person: W. Motley, Principal
Activity: Implementation of TESA workshops

Sep , 2008: Review coordinator's manual and plan for implementation of workshop
Person: Wanda Motley, Principal
Activity: Implementation of TESA workshops

Sep , 2008: TESA workshop 1, Unit 1
Person: Wanda Motley, Principal
Activity: TESA pd for staff

Sep 25, 2008: TESA Trainer of Trainers Workshop
Person: Principal, W. Motley
Activity: PD for Principal and one Teacher from 88 (Motley)

Oct 1, 2008: TESA Task Force members will trouble shoot twice a month.
Person: TESA Task Force
Activity: TESA Trouble Shooters

Nov , 2008: Elicit AV assistance from Media Specialist to secure set-up
Person: W. Motley, Principal
Activity: Implementation of TESA workshops

Nov , 2008: Review coordinator's manual and plan for implementation of workshop
Person: Wanda Motley, Principal
Activity: Implementation of TESA workshops

Nov , 2008: TESA workshop 2, Unit 2
Person: Wanda Motley, Principal
Activity: TESA pd for staff

Nov 1, 2008: TESA Task Force members will trouble shoot twice a month.
Person: TESA Task Force
Activity: TESA Trouble Shooters

Nov 13, 2008: TEST Trainer of Trainers Workshop
Person: Principal, W. Motley
Activity: PD for Principal and one Teacher from 88 (Motley)

Dec 1, 2008: TESA Task Force members will trouble shoot twice a month.
Person: TESA Task Force
Activity: TESA Trouble Shooters

Jan , 2009: Elicit AV assistance from Media Specialist to secure set-up
Person: W. Motley, Principal
Activity: Implementation of TESA workshops

Jan , 2009: Review coordinator's manual and plan for implementation of workshop
Person: Principal, W. Motley
Activity: Implementation of TESA workshops

Jan , 2009: TESA Workshop 3, Unit 3
Person: Wanda Motley, Principal
Activity: TESA pd for staff

Jan 1, 2009: TESA Task Force members will trouble shoot twice a month.
Person: TESA Task Force
Activity: TESA Trouble Shooters

Jan 15, 2009: TESA Trainer of Trainers Workshop
Person: Principal, W. Motley
Activity: PD for Principal and one Teacher from 88 (Motley)

Feb 1, 2009: TESA Task Force members will trouble shoot twice a month.
Person: TESA Task Force
Activity: TESA Trouble Shooters

Mar , 2009: Elicit AV assistance from Media Specialist to secure set-up
Person: W. Motley, Principal
Activity: Implementation of TESA workshops

Mar , 2009: Review coordinator's manual and plan for implementation of workshop
Person: Principal, W. Motley
Activity: Implementation of TESA workshops

Mar , 2009: TESA Workshop 4, Unit 4
Person: Wanda Motley, Principal
Activity: TESA pd for staff

Mar 1, 2009: TESA Task Force members will trouble shoot twice a month.
Person: TESA Task Force
Activity: TESA Trouble Shooters

Mar 12, 2009: TESA Trainer of Trainers Workshop
Person: Principal, W. Motley
Activity: PD for Principal and one Teacher from 88 (Motley)

Apr , 2009: Elicit AV assistance from Media Specialist to secure set-up
Person: W. Motley, Principal
Activity: Implementation of TESA workshops

Apr , 2009: TESA Workshop 5, Unit 5
Person: Wanda Motley, Principal
Activity: TESA pd for staff

Apr 1, 2009: TESA Task Force members will trouble shoot twice a month.
Person: TESA Task Force
Activity: TESA Trouble Shooters

Apr 16, 2009: TESA Trainer of Trainers Workshop

Person: Principal, W. Motley

Activity: PD for Principal and one Teacher from 88 (Motley)

May 1, 2009: TESA Task Force members will trouble shoot twice a month.

Person: TESA Task Force

Activity: TESA Trouble Shooters

Continuous Improvement Timeline

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

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