

School Improvement Plan - 2010-2011

Generated on May 24, 2010 at 3:04 PM

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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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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 - Schoolwide
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Scott Armstrong - Community Representative
- Betty Beene - Administrator
- Susan Dejarnett-Walker - Teacher
- Denisa Fisher-Spencer - School Counselor
- Wanda Motley - Teacher
- Kathleen O'Brien - Teacher
- Cortnie Query - Teacher
- Tony Williamson - Parent/Guardian

Strategy Chairs

- Betty Beene
- Susan Dejarnett-Walker
- Denisa Fisher-Spencer
- Wanda Motley
- Kathleen O'Brien
- Cortnie Query

Community Council

- Taline Amos - Parent
- Josh Bowling - Community Service Org.
- Karen Campbell - Parent
- Peggy Esselmen - Educator/Community Service Org.

- Carrie Gaffney - Educator/Neighbor
- Chad Gardner - Community Resident
- Deanna Garner - Local Business/Economic Development
- Anita Harden - Local Business
- Claudette Holcomb - Educator/Neighbor
- Susan Hyatt - Higher Education
- Paula Lord - Neighbor
- Jennifer Martin - Small Business Owner/Community Service Org.
- Mike Middleton - Community Resident
- Mary Moriarity-Adams - Local Government/Neighbor
- Mary Moriarity-Adams - Police/Neighbor
- Alecia Parrish - Parent
- Ellie Pauley - Youth Service Org.
- Carrie Radabaugh - Local Government
- Betsy Reckert - Parent
- Sven Schumacher - Youth Service.Local Business
- Donna Seevers - Parent
- Kristina Swatts - Community Resident
- Steve Talley - Local Government
- Sharian Taylor - Parent
- Keith Thompson - Neighborhood Group/Community Service
- Christy Wadley - Parent
- Roger Williams - Church

Vision Statement

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

We believe all students deserve:

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

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

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

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

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

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

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

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

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	47.2	57.0	60.7	65		69		72		75		100

All Students Tested - % Passing ISTEP+ English/Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			61	65		69		72		75		

All Students Tested - Passing ISTEP +Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			68	71		74		77		80		

Black students - Pass ISTEP English/Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	50	60	59	63		66		70		75		100

Black Students - Pass ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	42	50	62.3	65		68		71		74		100

Fourth grade students - Pass ISTEP writing process

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			52	55		60		65		68		

Free and Reduced Lunch Students - % Tested in ISTEP+ English/Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			59	63		66		69		72		

Free/Reduced Students - Pass ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	41	53	59.3	62		65		68		71		100

Special Education Students - Pass ISTEP ELA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	19	30	38	41		45		50		53		100

Special Education Students - Pass ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	25	35	43	46		50		55		58		100

Third Grade Students - Pass ISTEP Writing Process

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	28	40	57	60		65		70		73		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

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

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

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

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

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

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

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

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

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

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

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

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

We are concerned that... Black Females are not engaged during the Reading/Language Arts Block.

Need to continue to monitor black females that scored the lowest in the school for ISTEP E/LA Vocabulary and Language Conventions for ISTEP 2009-2010 and then will need to be reviewed when Istep results are completed.

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

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

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Administrator Walkthrough

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

Impact Level: High Impact - Inside

Focus: General

Benchmark & End of Semester Assessments

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

Impact Level: High Impact - Inside

Focus: Specific

Cultural Competency

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

Impact Level: High Impact - Inside

Focus: General

Student Graduation Plan

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

Impact Level: High Impact - Outside

Focus: Specific

Teacher Expectations and Student Achievement (TESA)

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

Impact Level: High Impact - Inside

Focus: General

Required Strategies

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

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

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Parent Liaison - Home Visits

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

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Parent-in-Touch Day

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

Impact Level: Low Impact

Focus: General

B. Educator Training for Parent Involvement

Betty Beene, Principal of School #88, will conduct a Back to School welcome meeting for all educators and review the Parent Involvement Power Point slide show. A committee will be formed for continued educator training for parent involvement to increase awareness of getting parents involved. All staff will be invited to the Annual Parent meeting held by the Title I staff in the first month of school. Parent Liaison will conduct 4 parent workshops covering all grade levels of how to improve parent involvement with student assessments and how to help their child with skills needed for continuing success in school. Title I staff will conduct meeting to explain Title I services and how it impacts teachers and parents.

Impact Level: High Impact - Outside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

Kindergarten teachers will meet with the Pre-School staff monthly to develop a smooth transition from Pre-school to kindergarten students. Open houses will be conducted 3 times throughout the school year to invite parents to view Kindergarten routines and schedules. Also, a brochure will be designed to send out to pre-school parents explaining how they can prepare their child for Kindergarten, including the skills they will need before they enter Kindergarten.

Impact Level: High Impact - Outside

Focus: General

D. Curriculum Mapping

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

Impact Level: High Impact - Inside

Focus: Specific

E. Parent Information Resource Center Website

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

Impact Level: High Impact - Outside

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Mapping

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

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Literacy in the Content Areas

Teachers of all content areas will implement literacy strategies in their classrooms that are specific for their content area. These strategies will be learned during training provided by the District Content Directors and Coaches.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

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

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

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

Impact Level: High Impact - Inside

Focus: General

L. Early Childhood Transition: Transition Team

As planned by the Transition Planning Team comprised of representatives of our school and area preschool programs, we will coordinate monthly home visits with the parent liaison to pre-school parents to hand-out literature for implementation of reading programs. All perspective parents will be contacted by a Kindergarten teacher to welcome them to School #88. There will be 4 meetings throughout the school year to invite all parents for strategies and reading material to prepare their child for Kindergarten.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

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

Impact Level: High Impact - Inside

Focus: Specific

Q. School-Parent Involvement Policy

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

Impact Level: High Impact - Outside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

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

Impact Level: Low Impact

Focus: General

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

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

Impact Level: High Impact - Outside

Focus: General

S. School-Parent Compact

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

Impact Level: High Impact - Outside

Focus: General

T. Annual Parent Meeting

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

Impact Level: High Impact - Outside

Focus: General

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

Students in this group will receive additional assistance to improve ISTEP, benchmark and SRI scores by implementing intervention times to be instructed by the General Education teacher, Title I staff or Special Education teacher. Also, students will meet weekly with appropriate teacher to discuss progress on in-class assessments as well as district assessments. A graph chart will be sent home to be signed by parent to update weekly progress of student. Principals will be given data on a monthly basis to review progress.

Impact Level: High Impact - Inside

Focus: Specific

W. Timely Additional Assistance: Remediation Plan

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

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

W. Timely Additional Assistance: Remediation Plan

% of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data Warehouse reports.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
60%	75%		100%	

To-Do List

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

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

Administrator Walkthrough

Aug 20, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Aug 27, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Sep 17, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Sep 24, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Oct 15, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Oct 22, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Nov 19, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Nov 26, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Dec 17, 2010: Weekly Administrator Walkthroughs **Person:** Principal
Dec 24, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Jan 21, 2011: Weekly Administrator Walkthroughs **Person:** Principal
Jan 28, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Feb 18, 2011: Weekly Administrator Walkthroughs **Person:** Principal
Feb 25, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Mar 18, 2011: Weekly Administrator Walkthroughs **Person:** Principal
Mar 25, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
Apr 15, 2011: Weekly Administrator Walkthroughs **Person:** Principal
Apr 22, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal
May 20, 2011: Weekly Administrator Walkthroughs **Person:** Principal
May 27, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** Principal

Benchmark & End of Semester Assessments

Sep 15, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW
Sep 15, 2010: Use diagnostic data to drive instruction **Person:** Principal
Sep 19, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal
Sep 22, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW
Sep 25, 2010: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher
Oct 15, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW
Oct 15, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal
Oct 15, 2010: Use diagnostic data to drive instruction **Person:** Principal
Oct 19, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal
Oct 23, 2010: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher
Oct 24, 2010: Develop intervention activities of non-mastered indicators on Acuity Benchmark #1 and #3 test results **Person:** Teacher
Oct 27, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW
Nov 15, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW
Nov 15, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal
Nov 15, 2010: Use diagnostic data to drive instruction **Person:** Principal

Nov 19, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Nov 24, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Nov 27, 2010: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Dec 14, 2010: Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #2 and #4 test results **Person:** Teacher

Dec 15, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Dec 15, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Dec 15, 2010: Use diagnostic data to drive instruction **Person:** Principal

Dec 19, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Dec 22, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Dec 25, 2010: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Jan 15, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Jan 15, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Jan 15, 2011: Use diagnostic data to drive instruction **Person:** Principal

Jan 19, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Jan 20, 2011: Make a resource binder of intervention activities used to address Acuity/Benchmark assessments **Person:** Ms. DW

Jan 22, 2011: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Jan 26, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Feb 15, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Feb 15, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Feb 15, 2011: Use diagnostic data to drive instruction **Person:** Principal

Feb 19, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Feb 23, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Feb 26, 2011: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Mar 15, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Mar 15, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Mar 15, 2011: Use diagnostic data to drive instruction **Person:** Principal

Mar 19, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Mar 22, 2011: Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #1 and #3 test results **Person:** Principal

Mar 23, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Mar 26, 2011: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Apr 15, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

Apr 15, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Apr 15, 2011: Use diagnostic data to drive instruction **Person:** Principal

Apr 19, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Apr 23, 2011: Identify non-mastered standards and indicators (bi-weekly) **Person:** Teacher

Apr 25, 2011: Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #2 and #4 test results **Person:** Teacher

Apr 27, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

May 10, 2011: Make a resource binder of intervention activities used to address Acuity/Benchmark assessments **Person:** Ms. DW

May 15, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Ms. DW

May 15, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

May 15, 2011: Identify non-mastered standards and indicators **Person:** Principal

May 15, 2011: Use diagnostic data to drive instruction **Person:** Principal

May 19, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Principal

Cultural Competency

, 0: 36. CREATE A YOUTH COUNCIL **Person:** principal

Apr 1, 2010: 4. Implement and plan a structure to insure regular communication with C & I Department, ELL Office, School directors, Title I Director, Special Ed Director, Core Subject directors, school improvement teams, professional development cadres and others inv **Person:** C& I (JOAN HARRELL) OME

Apr 30, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Apr 30, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Apr 30, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

May 1, 2010: 4. Implement and plan a structure to insure regular communication with C & I Department, ELL Office, School directors, Title I Director, Special Ed Director, Core Subject directors, school improvement teams, professional development cadres and others inv **Person:** C& I (JOAN HARRELL) OME

May 1, 2010: 6. DEVELOP A DISTRICT-WIDE SELF **Person:** OME C&I IT

May 7, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

May 7, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

May 7, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

May 14, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

May 14, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

May 14, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

May 21, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

May 21, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

May 21, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

May 23, 2010: 14. Incorporate instruction that values the **Person:** TEACHERS

May 25, 2010: 3. Implement a DISTRICT-wide Cultural Competency Action Plan (D-CAAP) that is infused into the District School Improvement Plan and specifically references strategies for reaching African American and Hispanic males. The plan should address curriculum an **Person:** OME C&I SELECTED PRINCIPALS AND TEACHERS

May 28, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

May 28, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

May 28, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jun 1, 2010: 4. Implement and plan a structure to insure regular communication with C & I Department, ELL Office, School directors, Title I Director, Special Ed Director, Core Subject directors, school improvement teams, professional development cadres and others inv **Person:** C& I (JOAN HARRELL) OME

Jun 1, 2010: 5. Use OME evaluation procedure to assess the impact of the implementation of the DISTRICT Cultural Competency Action Plan ((D-CCAP **Person:** OME/IUUI AA MALE EQUITY PROJECT C&I

Jun 1, 2010: 6. DEVELOP A DISTRICT-WIDE SELF **Person:** OME C&I IT

Jun 1, 2010: Builds capacity to reflect a district that values cultural competence. This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as ind **Person:** Office of Multicultural Education

Jun 4, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jun 4, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jun 4, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jun 4, 2010: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

Jun 11, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jun 11, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jun 11, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jun 18, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jun 18, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jun 18, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jun 23, 2010: 14. Incorporate instruction that values the **Person:** TEACHERS

Jun 25, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jun 25, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jun 25, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jun 25, 2010: 29. GRADE 4 à VISIT THE CRISPUS **Person:** PRINCIPAL

Jun 25, 2010: 35. Create a Community Council composed of **Person:** principals, parent liasons, teachers

Jun 25, 2010: 36. CREATE A YOUTH COUNCIL **Person:** principal

Jul 1, 2010: 4. Implement and plan a structure to insure regular communication with C & I Department, ELL Office, School directors, Title I Director, Special Ed Director, Core Subject directors, school improvement teams, professional development cadres and others inv **Person:** C& I (JOAN HARRELL) OME

Jul 1, 2010: 6. DEVELOP A DISTRICT-WIDE SELF **Person:** OME C&I IT

Jul 1, 2010: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Jul 2, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jul 2, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jul 2, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jul 9, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jul 9, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jul 9, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jul 16, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jul 16, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jul 16, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jul 16, 2010: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

Jul 23, 2010: 14. Incorporate instruction that values the **Person:** TEACHERS

Jul 23, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jul 23, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jul 23, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jul 30, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jul 30, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jul 30, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Aug , 2010: . IDENTIFY AND IMPLEMENT EFFECTIVE **Person:** PRINCIPAL TEACHERS

Aug , 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** STRATEGY CHAIRPERSON, OME

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

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

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

Aug , 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Aug , 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Aug , 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Aug , 2010: 22. Use (based on disaggregated data â **Person:** PRINCIPAL TEACHERS

Aug , 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Aug , 2010: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

Aug , 2010: 27. Fifteen (15) minutes of staff meetings **Person:** PRINCIPALS

Aug , 2010: 29. GRADE 4 â VISIT THE CRISPUS **Person:** PRINCIPAL

Aug 1, 2010: 6. DEVELOP A DISTRICT-WIDE SELF **Person:** OME C&I

Aug 1, 2010: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Aug 2, 2010: 8. BUILD AWARENESS OF **Person:** OME C&I

Aug 6, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Aug 6, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Aug 6, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Aug 10, 2010: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

Aug 13, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Aug 13, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Aug 13, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Aug 20, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Aug 20, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Aug 20, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Aug 23, 2010: 14. Incorporate instruction that values the **Person:** TEACHERS

Aug 24, 2010: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Aug 27, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Aug 27, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Aug 27, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Aug 27, 2010: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

Aug 27, 2010: 29. GRADE 4 â VISIT THE CRISPUS **Person:** PRINCIPAL

Aug 27, 2010: 35. Create a Community Council composed of **Person:** principals, parent liasons, teachers

Aug 27, 2010: 36. CREATE A YOUTH COUNCIL **Person:** principal

Aug 29, 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** STRATEGY CHAIRPERSON, OME

Aug 29, 2010: 16. Incorporate The Historic Journey DVD **Person:** OME PRINCIPALS

Aug 29, 2010: 17. EVALUATE IMPLEMENTATION OF **Person:** PRINCIPAL

Aug 29, 2010: 22. Use (based on disaggregated data â **Person:** PRINCIPAL TEACHERS

Aug 29, 2010: 27. Fifteen (15) minutes of staff meetings **Person:** PRINCIPALS

Sep , 2010: 25. Teachers hold monthly study circles as a **Person:** PRINCIPAL AND TEACHERS

Sep , 2010: 34. PARTICIPATE IN THE MEDIA **Person:** principal

Sep , 2010: Attend a workshop presentation on the **Person:** PRINCIPAL

Sep , 2010: Staff members will attend a workshop to **Person:** OME PRINCIPALS

Sep 1, 2010: 7. PROVIDE TRAINING IN THE USE OF THE **Person:** OME

Sep 1, 2010: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Sep 3, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Sep 3, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Sep 3, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Sep 10, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Sep 10, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Sep 10, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Sep 10, 2010: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

Sep 17, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Sep 17, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Sep 17, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Sep 23, 2010: 14. Incorporate instruction that values the **Person:** TEACHERS

Sep 24, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Sep 24, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Sep 24, 2010: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Sep 24, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Sep 26, 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** STRATEGY CHAIRPERSON, OME

Sep 26, 2010: 16. Incorporate The Historic Journey DVD **Person:** OME PRINCIPALS

Sep 26, 2010: 17. EVALUATE IMPLEMENTATION OF **Person:** PRINCIPAL

Sep 26, 2010: 22. Use (based on disaggregated data â **Person:** PRINCIPAL TEACHERS

Sep 26, 2010: 25. Teachers hold monthly study circles as a **Person:** PRINCIPAL AND TEACHERS

Sep 26, 2010: 27. Fifteen (15) minutes of staff meetings **Person:** PRINCIPALS

Sep 26, 2010: 34. PARTICIPATE IN THE MEDIA **Person:** principal

Sep 28, 2010: 26. SELECT DIVERSITY CADRE MEMBERS **Person:** PRINCIPALS TEACHERS

Oct , 2010: 29. GRADE 4 â VISIT THE CRISPUS **Person:** PRINCIPAL

Oct , 2010: 35. Create a Community Council composed of **Person:** principals, parent liasons, teachers

Oct , 2010: 36. CREATE A YOUTH COUNCIL **Person:** principal

Oct 1, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Oct 1, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Oct 1, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Oct 1, 2010: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Oct 8, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Oct 8, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Oct 8, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Oct 8, 2010: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

Oct 10, 2010: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

Oct 15, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Oct 15, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Oct 15, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Oct 22, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Oct 22, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Oct 22, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Oct 23, 2010: 14. Incorporate instruction that values the **Person:** TEACHERS

Oct 24, 2010: 11. All certified staff to take the Intercultural Development Inventory (IDI) instrument that measures a group and /or individual's cultural competency level. **Person:** OME C&I

Oct 24, 2010: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Oct 26, 2010: 26. SELECT DIVERSITY CADRE MEMBERS **Person:** PRINCIPALS TEACHERS

Oct 29, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Oct 29, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Oct 29, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Oct 29, 2010: 29. GRADE 4 à VISIT THE CRISPUS **Person:** PRINCIPAL

Oct 29, 2010: 35. Create a Community Council composed of **Person:** principals, parent liasons, teachers

Oct 29, 2010: 36. CREATE A YOUTH COUNCIL **Person:** principal

Oct 31, 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** STRATEGY CHAIRPERSON, OME

Oct 31, 2010: 16. Incorporate The Historic Journey DVD **Person:** OME PRINCIPALS

Oct 31, 2010: 17. EVALUATE IMPLEMENTATION OF **Person:** PRINCIPAL

Oct 31, 2010: 22. Use (based on disaggregated data à **Person:** PRINCIPAL TEACHERS

Oct 31, 2010: 25. Teachers hold monthly study circles as a **Person:** PRINCIPAL AND TEACHERS

Oct 31, 2010: 27. Fifteen (15) minutes of staff meetings **Person:** PRINCIPALS

Oct 31, 2010: 34. PARTICIPATE IN THE MEDIA **Person:** principal

Nov 1, 2010: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Nov 5, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Nov 5, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Nov 5, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Nov 10, 2010: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

Nov 12, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Nov 12, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Nov 12, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Nov 19, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Nov 19, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Nov 19, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Nov 19, 2010: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

Nov 23, 2010: 14. Incorporate instruction that values the **Person:** TEACHERS

Nov 23, 2010: 26. SELECT DIVERSITY CADRE MEMBERS **Person:** PRINCIPALS TEACHERS

Nov 24, 2010: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Nov 26, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Nov 26, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Nov 26, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Nov 28, 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** STRATEGY CHAIRPERSON, OME

Nov 28, 2010: 16. Incorporate The Historic Journey DVD **Person:** OME PRINCIPALS

Nov 28, 2010: 17. EVALUATE IMPLEMENTATION OF **Person:** PRINCIPAL

Nov 28, 2010: 22. Use (based on disaggregated data à **Person:** PRINCIPAL TEACHERS

Nov 28, 2010: 25. Teachers hold monthly study circles as a **Person:** PRINCIPAL AND TEACHERS

Nov 28, 2010: 27. Fifteen (15) minutes of staff meetings **Person:** PRINCIPALS

Nov 28, 2010: 34. PARTICIPATE IN THE MEDIA **Person:** principal

Dec , 2010: 20. Develop a SCHOOL-wide Cultural **Person:** TEACHER AND PRINCIPAL

Dec 1, 2010: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Dec 3, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Dec 3, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Dec 3, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Dec 10, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Dec 10, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Dec 10, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Dec 10, 2010: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

Dec 17, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Dec 17, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Dec 17, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Dec 23, 2010: 14. Incorporate instruction that values the **Person:** TEACHERS

Dec 24, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Dec 24, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Dec 24, 2010: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Dec 24, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Dec 26, 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** STRATEGY CHAIRPERSON, OME

Dec 26, 2010: 16. Incorporate The Historic Journey DVD **Person:** OME PRINCIPALS

Dec 26, 2010: 17. EVALUATE IMPLEMENTATION OF **Person:** PRINCIPAL

Dec 26, 2010: 22. Use (based on disaggregated data â **Person:** PRINCIPAL TEACHERS

Dec 26, 2010: 25. Teachers hold monthly study circles as a **Person:** PRINCIPAL AND TEACHERS

Dec 26, 2010: 27. Fifteen (15) minutes of staff meetings **Person:** PRINCIPALS

Dec 26, 2010: 34. PARTICIPATE IN THE MEDIA **Person:** principal

Dec 28, 2010: 26. SELECT DIVERSITY CADRE MEMBERS **Person:** PRINCIPALS TEACHERS

Dec 31, 2010: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Dec 31, 2010: 19. Principals will serve as transformational **Person:** PRINCIPAL

Dec 31, 2010: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Dec 31, 2010: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

Dec 31, 2010: 29. GRADE 4 â VISIT THE CRISPUS **Person:** PRINCIPAL

Dec 31, 2010: 35. Create a Community Council composed of **Person:** principals, parent liasons, teachers

Dec 31, 2010: 36. CREATE A YOUTH COUNCIL **Person:** principal

Jan 1, 2011: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Jan 7, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jan 7, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jan 7, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jan 10, 2011: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

Jan 14, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jan 14, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jan 14, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jan 14, 2011: 31. PARTICIPATE BY VIEWING THE MLK **Person:** PRINCIPAL

Jan 21, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jan 21, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jan 21, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jan 23, 2011: 14. Incorporate instruction that values the **Person:** TEACHERS

Jan 24, 2011: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Jan 25, 2011: 26. SELECT DIVERSITY CADRE MEMBERS **Person:** PRINCIPALS TEACHERS

Jan 28, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Jan 28, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Jan 28, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Jan 30, 2011: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** STRATEGY CHAIRPERSON, OME

Jan 30, 2011: 16. Incorporate The Historic Journey DVD **Person:** OME PRINCIPALS

Jan 30, 2011: 17. EVALUATE IMPLEMENTATION OF **Person:** PRINCIPAL

Jan 30, 2011: 22. Use (based on disaggregated data â **Person:** PRINCIPAL TEACHERS

Jan 30, 2011: 25. Teachers hold monthly study circles as a **Person:** PRINCIPAL AND TEACHERS

Jan 30, 2011: 27. Fifteen (15) minutes of staff meetings **Person:** PRINCIPALS

Jan 30, 2011: 34. PARTICIPATE IN THE MEDIA **Person:** principal

Feb 1, 2011: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Feb 4, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Feb 4, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Feb 4, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Feb 5, 2011: 32. SELECT REPRESENTATIVES TO **Person:** PRINCIPAL AND STUDENTS

Feb 10, 2011: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

Feb 11, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Feb 11, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Feb 11, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Feb 11, 2011: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

Feb 18, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Feb 18, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Feb 18, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Feb 22, 2011: 26. SELECT DIVERSITY CADRE MEMBERS **Person:** PRINCIPALS TEACHERS

Feb 23, 2011: 14. Incorporate instruction that values the **Person:** TEACHERS

Feb 24, 2011: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Feb 25, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Feb 25, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Feb 25, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Feb 27, 2011: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** STRATEGY CHAIRPERSON, OME

Feb 27, 2011: 16. Incorporate The Historic Journey DVD **Person:** OME PRINCIPALS

Feb 27, 2011: 17. EVALUATE IMPLEMENTATION OF **Person:** PRINCIPAL

Feb 27, 2011: 22. Use (based on disaggregated data â **Person:** PRINCIPAL TEACHERS

Feb 27, 2011: 25. Teachers hold monthly study circles as a **Person:** PRINCIPAL AND TEACHERS

Feb 27, 2011: 27. Fifteen (15) minutes of staff meetings **Person:** PRINCIPALS

Feb 27, 2011: 34. PARTICIPATE IN THE MEDIA **Person:** principal

Mar 1, 2011: 10. USE CULTURALLY COMPETENCY **Person:** STRATEGY CHAIRPERSON

Mar 1, 2011: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Mar 4, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Mar 4, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Mar 4, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Mar 4, 2011: 29. GRADE 4 â VISIT THE CRISPUS **Person:** PRINCIPAL

Mar 4, 2011: 35. Create a Community Council composed of **Person:** principals, parent liasons, teachers

Mar 4, 2011: 36. CREATE A YOUTH COUNCIL **Person:** principal

Mar 10, 2011: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

Mar 11, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Mar 11, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Mar 11, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Mar 18, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Mar 18, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Mar 18, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Mar 22, 2011: 26. SELECT DIVERSITY CADRE MEMBERS **Person:** PRINCIPALS TEACHERS

Mar 23, 2011: 14. Incorporate instruction that values the **Person:** TEACHERS

Mar 24, 2011: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Mar 25, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Mar 25, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Mar 25, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Mar 25, 2011: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

Mar 27, 2011: 13. PROVIDE SUPPORT TO IPS SCHOOLS **Person:** STRATEGY CHAIRPERSON, OME

Mar 27, 2011: 16. Incorporate The Historic Journey DVD **Person:** OME PRINCIPALS

Mar 27, 2011: 17. EVALUATE IMPLEMENTATION OF **Person:** PRINCIPAL

Mar 27, 2011: 22. Use (based on disaggregated data â **Person:** PRINCIPAL TEACHERS

Mar 27, 2011: 25. Teachers hold monthly study circles as a **Person:** PRINCIPAL AND TEACHERS

Mar 27, 2011: 27. Fifteen (15) minutes of staff meetings **Person:** PRINCIPALS

Mar 27, 2011: 34. PARTICIPATE IN THE MEDIA **Person:** principal

Apr , 2011: 28. REPRESENTATIVES ATTEND IPS **Person:** PRINCIPAL

Apr 1, 2011: 10. USE CULTURALLY COMPETENCY **Person:** STRATEGY CHAIRPERSON

Apr 1, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Apr 1, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Apr 1, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Apr 1, 2011: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Apr 8, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Apr 8, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Apr 8, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Apr 10, 2011: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

Apr 15, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Apr 15, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Apr 15, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Apr 22, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Apr 22, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Apr 22, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

Apr 23, 2011: 14. Incorporate instruction that values the **Person:** TEACHERS

Apr 24, 2011: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Apr 29, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

Apr 29, 2011: 19. Principals will serve as transformational **Person:** PRINCIPAL

Apr 29, 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

May , 2011: 14. Incorporate instruction that values the **Person:** TEACHERS

May , 2011: 23. USE TESA STRATEGIES AS A WAY TO **Person:** TEACHERS AND PRINCIPALS

May , 2011: 24. Designate a section in the Media Center for Professional Development materials, journals, books, and other resources, that reflect culturally relevant practices. Acquire recommendations from OME. **Person:** MEDIA SPECIALIST

May , 2011: 33. Prepare an exhibit with artifacts related to **Person:** principals

May , 2011: 35. Create a Community Council composed of **Person:** principals, parent liasons, teachers

May 1, 2011: 10. USE CULTURALLY COMPETENCY **Person:** STRATEGY CHAIRPERSON

May 1, 2011: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

May 5, 2011: GRADES 5/6 â VISIT CROWN HILL **Person:** PRINCIPALS

May 6, 2011: 29. GRADE 4 â VISIT THE CRISPUS **Person:** PRINCIPAL

May 10, 2011: 9. CONDUCT A DISTRICT-WIDE PRE/POST **Person:** OME C&I

May 15, 2011: 18. Intentionally build, develop and sustain a **Person:** PRINCIPAL

May 24, 2011: 2. BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant **Person:** Office of Multicultural Education

Jun 1, 2011: This process is based on the IPS Board policy, IN law - HB 1308, IPS Multicultural mission, the definition of cultural competency, OME guiding principles and standards that serve as indicators/evidence of success. **Person:** Office of Multicultural Education

Curriculum Mapping

Sep 10, 2010: Visual Arts Curriculum Map Training **Person:** Visual Arts Teacher

Sep 19, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal

Sep 20, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Sep 20, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Principal

Sep 22, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Sep 27, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal

Oct 10, 2010: Social Studies Curriculum Map Training **Person:** Social Studies Teachers

Oct 18, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Oct 19, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal

Oct 20, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Principal

Oct 22, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Oct 25, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal

Nov 10, 2010: Vocal Music Curriculum Map Training **Person:** Vocal Music Teachers

Nov 15, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Nov 19, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal

Nov 20, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Principal

Nov 22, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Nov 22, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal

Dec 19, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal

Dec 20, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Dec 20, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Principal

Dec 22, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Dec 27, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal

Jan 17, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Jan 19, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal

Jan 20, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Principal

Jan 22, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Jan 24, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal

Feb 19, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal

Feb 20, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Principal

Feb 21, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Feb 22, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Feb 28, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal

Mar 19, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal

Mar 20, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Principal

Mar 21, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Mar 22, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Mar 28, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal

Apr 18, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Apr 19, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal

Apr 20, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Principal

Apr 22, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Apr 25, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal

May 16, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers

May 19, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal

May 20, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Principal

May 22, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

May 23, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal

Early Childhood Transition

Aug 12, 2010: Transition Planning Team will be formed at Back to School Meeting with Ms. Beene **Person:** Principal

Sep 17, 2010: Transition Planning Team will meet monthly to coordinate monthly home visits for Parent Liaison to pre-school parents to hand-out reading literature **Person:** Transition Team/Parent Liaison

Sep 25, 2010: Principal will review minutes taken from Transition Planning Team monthly meetings **Person:** Principal

Oct 15, 2010: Transition Planning Team will meet monthly to coordinate monthly home visits for Parent Liaison to pre-school parents to hand-out reading literature **Person:** Transition Team/Parent Liaison

Oct 18, 2010: Transition Planning Team will hold 4 meeting to invite all pre-school parents for strategies and reading material to prepare their child for Kindergarten **Person:** Transition Team/Parent Liaison

Oct 25, 2010: Principal will review minutes taken from Transition Planning Team monthly meetings **Person:** Principal

Nov 19, 2010: Transition Planning Team will meet monthly to coordinate monthly home visits for Parent Liaison to pre-school parents to hand-out reading literature **Person:** Transition Team/Parent Liaison

Nov 25, 2010: Principal will review minutes taken from Transition Planning Team monthly meetings **Person:** Principal

Dec 17, 2010: Transition Planning Team will meet monthly to coordinate monthly home visits for Parent Liaison to pre-school parents to hand-out reading literature **Person:** Transition Team/Parent Liaison

Dec 20, 2010: Transition Planning Team will hold 4 meeting to invite all pre-school parents for strategies and reading material to prepare their child for Kindergarten **Person:** Transition Team/Parent Liaison

Dec 25, 2010: Principal will review minutes taken from Transition Planning Team monthly meetings **Person:** Principal

Jan 21, 2011: Transition Planning Team will meet monthly to coordinate monthly home visits for Parent Liaison to pre-school parents to hand-out reading literature **Person:** Transition Team/Parent Liaison

Jan 25, 2011: Principal will review minutes taken from Transition Planning Team monthly meetings **Person:** Principal

Feb 18, 2011: Transition Planning Team will meet monthly to coordinate monthly home visits for Parent Liaison to pre-school parents to hand-out reading literature **Person:** Transition Team/Parent Liaison

Feb 21, 2011: Transition Planning Team will hold 4 meeting to invite all pre-school parents for strategies and reading material to prepare their child for Kindergarten **Person:** Transition Team/Parent Liaison

Feb 25, 2011: Principal will review minutes taken from Transition Planning Team monthly meetings **Person:** Principal

Mar 18, 2011: Transition Planning Team will meet monthly to coordinate monthly home visits for Parent Liaison to pre-school parents to hand-out reading literature **Person:** Transition Team/Parent Liaison

Mar 25, 2011: Principal will review minutes taken from Transition Planning Team monthly meetings **Person:** Principal

Apr 15, 2011: Transition Planning Team will meet monthly to coordinate monthly home visits for Parent Liaison to pre-school parents to hand-out reading literature **Person:** Transition Team/Parent Liaison

Apr 25, 2011: Principal will review minutes taken from Transition Planning Team monthly meetings **Person:** Principal

Apr 25, 2011: Transition Planning Team will hold 4 meeting to invite all pre-school parents for strategies and reading material to prepare their child for Kindergarten **Person:** Transition Team/Parent Liaison

May 25, 2011: Principal will review minutes taken from Transition Planning Team monthly meetings **Person:** Principal

Educator Training for Parent Involvement

Aug 12, 2010: Staff meeting to review Parent Involvement power point slide show **Person:** Principal

Aug 25, 2010: Sign-up for Parent Involvement Committee **Person:** Parent Liaison

Sept 8, 2010: Title I staff will explain services and selection process to staff **Person:** Title I teacher

Oct 10, 2010: Parent Liaison will conduct 4 parent workshops covering all grade levels **Person:** Parent Liaison

Oct 15, 2010: Parent Involvement Committee will meet monthly to discuss ways to increase awareness of getting parents involved with their child's academic success. **Person:** Selected Teachers

Oct 16, 2010: Principal will review minutes from Parent Involvement Committee meetings **Person:** Principal

Nov 15, 2010: Parent Involvement Committee will meet monthly to discuss ways to increase awareness of getting parents involved with their child's academic success. **Person:** Selected Teachers

Nov 16, 2010: Principal will review minutes from Parent Involvement Committee meetings **Person:** Principal

Dec 12, 2010: Parent Liaison will conduct 4 parent workshops covering all grade levels **Person:** Parent Liaison

Dec 15, 2010: Parent Involvement Committee will meet monthly to discuss ways to increase awareness of getting parents involved with their child's academic success. **Person:** Selected Teachers

Dec 16, 2010: Principal will review minutes from Parent Involvement Committee meetings **Person:** Principal

Jan 15, 2011: Parent Involvement Committee will meet monthly to discuss ways to increase awareness of getting parents involved with their child's academic success. **Person:** Selected Teachers

Jan 16, 2011: Principal will review minutes from Parent Involvement Committee meetings **Person:** Principal

Feb 13, 2011: Parent Liaison will conduct 4 parent workshops covering all grade levels **Person:** Parent Liaison

Feb 15, 2011: Parent Involvement Committee will meet monthly to discuss ways to increase awareness of getting parents involved with their child's academic success. **Person:** Selected Teachers

Feb 16, 2011: Principal will review minutes from Parent Involvement Committee meetings **Person:** Principal

Mar 15, 2011: Parent Involvement Committee will meet monthly to discuss ways to increase awareness of getting parents involved with their child's academic success. **Person:** Selected Teachers

Mar 16, 2011: Principal will review minutes from Parent Involvement Committee meetings **Person:** Principal

Apr 15, 2011: Parent Involvement Committee will meet monthly to discuss ways to increase awareness of getting parents involved with their child's academic success. **Person:** Selected Teachers

Apr 16, 2011: Principal will review minutes from Parent Involvement Committee meetings **Person:** Principal

Apr 17, 2011: Parent Liaison will conduct 4 parent workshops covering all grade levels **Person:** Parent Liaison

May 15, 2011: Parent Involvement Committee will meet monthly to discuss ways to increase awareness of getting parents involved with their child's academic success. **Person:** Selected Teachers

May 16, 2011: Principal will review minutes from Parent Involvement Committee meetings **Person:** Principal

Encourage Rigorous Curriculum

Sep 19, 2010: Visual Arts Curriculum Map Training **Person:** Vocal Music Teachers
Sep 20, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers
Sep 23, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers
Sep 25, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal
Sep 25, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal
Sep 26, 2010: Receive Rubicon Atlas Usage Submission (for teachers using the system) **Person:** Principal
Oct 17, 2010: Social Studies Curriculum Map Training **Person:** Social Studies Teachers
Oct 18, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers
Oct 23, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal
Oct 23, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal
Oct 26, 2010: Receive Rubicon Atlas Usage Submission (for teachers using the system) **Person:** Principal
Oct 28, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers
Nov 15, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers
Nov 19, 2010: Vocal Music Curriculum Map Training **Person:** Vocal Music Teachers
Nov 25, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers
Nov 26, 2010: Receive Rubicon Atlas Usage Submission (for teachers using the system) **Person:** Principal
Nov 27, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal
Nov 27, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal
Dec 20, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers
Dec 23, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers
Dec 25, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal
Dec 25, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal
Dec 26, 2010: Receive Rubicon Atlas Usage Submission (for teachers using the system) **Person:** Principal
Jan 17, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers
Jan 22, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal
Jan 22, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal
Jan 26, 2011: Receive Rubicon Atlas Usage Submission (for teachers using the system) **Person:** Principal
Jan 27, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers
Feb 21, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers
Feb 24, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers
Feb 26, 2011: Receive Rubicon Atlas Usage Submission (for teachers using the system) **Person:** Principal
Feb 26, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal
Feb 26, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal
Mar 21, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers
Mar 24, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers
Mar 26, 2011: Receive Rubicon Atlas Usage Submission (for teachers using the system) **Person:** Principal
Mar 26, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal
Mar 26, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal
Apr 18, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers
Apr 23, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal
Apr 23, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Principal
Apr 26, 2011: Receive Rubicon Atlas Usage Submission (for teachers using the system) **Person:** Principal
Apr 28, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers
May 15, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Principal
May 16, 2011: Content Area Curriculum Map Workshops **Person:** Selected Teachers
May 16, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers
May 26, 2011: Receive Rubicon Atlas Usage Submission (for teachers using the system) **Person:** Principal

Focused Academic Area

Jun 20, 2010: MATH â New Math Materials Training (June or July) - Voluntary **Person:** Principal
Jun 22, 2010: MATH â New Math Materials Training (June or July) - Voluntary **Person:** Principal
Sep 18, 2010: MATH â Data and Best Practices Workshop 1 for Grades 5-6 (grades attend on different days) **Person:** Principal
Sep 19, 2010: ENGLISH â Data and Best Practices Morning Workshop 1 for Grades 5-6 (grades attend on different days) **Person:** Principal
Oct 18, 2010: MATH â Data and Best Practices Workshop 1 for Grades 3-4 (grades attend on different days) **Person:** Principal
Oct 20, 2010: ENGLISH â Data and Best Practices Morning Workshop 1 for Grades 4 **Person:** Principal
Nov 20, 2010: ENGLISH â Data and Best Practices Morning Workshop 1 for Grade 2 **Person:** Principal
Nov 20, 2010: MATH â Data and Best Practices Workshop 1 for Grades 1-2 (grades attend on different days) **Person:** Principal
Nov 22, 2010: ENGLISH â Data and Best Practices Morning Workshop 1 for Grade 1 **Person:** Principal
Dec 13, 2010: ENGLISH â Data and Best Practices Morning Workshop 1 for Grade K **Person:** Principal
Dec 15, 2010: MATH â Data and Best Practices Workshop 1 for Grade K **Person:** Principal
Jan 15, 2011: ENGLISH â Data and Best Practices Morning Workshop 2 for Grades 4-6 (grades attend on different days) **Person:** Principal
Jan 16, 2011: ENGLISH â Data and Best Practices Morning Workshop 1 for Grade 3 **Person:** Principal
Jan 20, 2011: MATH â Data and Best Practices Workshop 2 for Grades 5-6 (grades attend on different days) **Person:** Principal
Jan 24, 2011: MATH â Data and Best Practices Workshop 2 for Grades 3-4 (grades attend on different days) **Person:** Principal
Mar 16, 2011: MATH â Data and Best Practices Workshop 2 for Grades 1-2 (grades attend on different days) **Person:** Principal
Mar 21, 2011: MATH â Data and Best Practices Workshop 2 for Grade K **Person:** Principal

Focused Student Group

Sep 10, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Sep 17, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Sep 24, 2010: Principal will be given data monthly to review student progress **Person:** Principal
Sep 24, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Sep 28, 2010: Student selection from Dibels results grades K-3 for Reading **Person:** Title I teacher
Sep 28, 2010: Students selected for additional assistance form SRI scores grade 4-6 **Person:** Title I teacher
Oct 1, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Oct 8, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Oct 15, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Oct 22, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Oct 24, 2010: Principal will be given data monthly to review student progress **Person:** Principal
Oct 29, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Nov 5, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Nov 12, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Nov 19, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Nov 24, 2010: Principal will be given data monthly to review student progress **Person:** Principal
Nov 26, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Dec 3, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Dec 10, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Dec 17, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers

Dec 24, 2010: Principal will be given data monthly to review student progress **Person:** Principal
Dec 24, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Dec 31, 2010: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Jan 7, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Jan 14, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Jan 21, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Jan 24, 2011: Principal will be given data monthly to review student progress **Person:** Principal
Jan 28, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Feb 4, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Feb 11, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Feb 18, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Feb 24, 2011: Principal will be given data monthly to review student progress **Person:** Principal
Feb 25, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Mar 4, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Mar 11, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Mar 18, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Mar 24, 2011: Principal will be given data monthly to review student progress **Person:** Principal
Mar 25, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Apr 1, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Apr 8, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Apr 15, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Apr 22, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
Apr 24, 2011: Principal will be given data monthly to review student progress **Person:** Principal
Apr 29, 2011: Selected students will be monitored monthly on academic progress and parents must sign weekly progress reports K-6 **Person:** Teachers
May 24, 2011: Principal will be given data monthly to review student progress **Person:** Principal

Parent Involvement

Sep 10, 2010: Parent Liaison will meet with Social Worker to obtain student list of habitual absentism and tardy issues **Person:** Parent Liaison
Sep 15, 2010: Parent Liaison will make 10 home visits each month **Person:** Parent Liaison
Sep 20, 2010: Principal will review Parent Liaison Home Visit Log **Person:** Principal
Oct 10, 2010: Parent Liaison will meet with Social Worker to obtain student list of habitual absentism and tardy issues **Person:** Parent Liaison
Oct 15, 2010: Teachers will schedule conferences with parents to comply with 100% attendance of all parents **Person:** Teachers
Oct 17, 2010: Parent Liaison will make home visits on any parent who teachers can not make contact to schedule a conference **Person:** Parent Liaison
Oct 18, 2010: Principal will review Parent Liaison Home Visit Log **Person:** Principal
Oct 20, 2010: Parent Liaison will make 10 home visits each month **Person:** Parent Liaison
Oct 22, 2010: Parents will conference with their child's teacher over the first nine week grades and discuss academic concerns **Person:** Teachers

Oct 23, 2010: Principal will review all parent sign-in sheets for 100% attendance from parents **Person:** Principal

Nov 10, 2010: Parent Liaison will meet with Social Worker to obtain student list of habitual absenteeism and tardy issues **Person:** Parent Liaison

Nov 15, 2010: Principal will review Parent Liaison Home Visit Log **Person:** Principal

Nov 17, 2010: Parent Liaison will make 10 home visits each month **Person:** Parent Liaison

Dec 10, 2010: Parent Liaison will meet with Social Worker to obtain student list of habitual absenteeism and tardy issues **Person:** Parent Liaison

Dec 15, 2010: Parent Liaison will make 10 home visits each month **Person:** Parent Liaison

Dec 20, 2010: Principal will review Parent Liaison Home Visit Log **Person:** Principal

Jan 10, 2011: Parent Liaison will meet with Social Worker to obtain student list of habitual absenteeism and tardy issues **Person:** Parent Liaison

Jan 17, 2011: Principal will review Parent Liaison Home Visit Log **Person:** Principal

Jan 19, 2011: Parent Liaison will make 10 home visits each month **Person:** Parent Liaison

Feb 10, 2011: Parent Liaison will meet with Social Worker to obtain student list of habitual absenteeism and tardy issues **Person:** Parent Liaison

Feb 16, 2011: Parent Liaison will make 10 home visits each month **Person:** Parent Liaison

Feb 21, 2011: Principal will review Parent Liaison Home Visit Log **Person:** Principal

Mar 10, 2011: Parent Liaison will meet with Social Worker to obtain student list of habitual absenteeism and tardy issues **Person:** Parent Liaison

Mar 16, 2011: Parent Liaison will make 10 home visits each month **Person:** Parent Liaison

Mar 21, 2011: Principal will review Parent Liaison Home Visit Log **Person:** Principal

Apr 10, 2011: Parent Liaison will meet with Social Worker to obtain student list of habitual absenteeism and tardy issues **Person:** Parent Liaison

Apr 18, 2011: Principal will review Parent Liaison Home Visit Log **Person:** Principal

Apr 20, 2011: Parent Liaison will make 10 home visits each month **Person:** Parent Liaison

May 10, 2011: Parent Liaison will meet with Social Worker to obtain student list of habitual absenteeism and tardy issues **Person:** Parent Liaison

Student Graduation Plan

Sep 10, 2010: Student Success Mini-Magazine Completion (grades 6-12) **Person:** Fisher-Spencer

Sep 12, 2010: Graduation Plan; Grade 6 training **Person:** Ms. Fisher-Spencer

Oct 10, 2010: Student Success Mini-Magazine Completion (grades 6-12) **Person:** Fisher-Spencer

Oct 15, 2010: Graduation Plan; Grade 6 student introduction **Person:** Fisher-Spencer

Nov 10, 2010: Student Success Mini-Magazine Completion (grades 6-12) **Person:** Fisher-Spencer

Nov 15, 2010: Learning Styles Inventory **Person:** Fisher-Spencer

Dec 10, 2010: Student Success Mini-Magazine Completion (grades 6-12) **Person:** Fisher-Spencer

Dec 15, 2010: Career Interest Inventory **Person:** Fisher-Spencer

Dec 15, 2010: Graduation Plan: Parent-Student Meetings(6th grade) **Person:** Fisher-Spencer

Dec 19, 2010: Graduation Plan; Online Activity Checklist **Person:** Fisher-Spencer

Jan 10, 2011: Student Success Mini-Magazine Completion (grades 6-12) **Person:** Fisher-Spencer

Jan 20, 2011: 6th grade parent contract; parents who did not attend the Graduation Plan meetings **Person:** Fisher-Spencer

Jan 23, 2011: 21st Century Scholars Application(6-8) **Person:** Fisher-Spencer

Feb 10, 2011: Student Success Mini-Magazine Completion (grades 6-12) **Person:** Fisher-Spencer

Mar 19, 2011: Student Meetings: Graduation Plan Discussions **Person:** Fisher-Spencer

Mar 23, 2011: Parent Contacts: Students who have not applied for the 21st Century Scholars Program **Person:** Fisher-Spencer

Mar 23, 2011: Principal Discussion with Social Worker not engaging in Graduation Plan Activities **Person:** Principal

Apr 19, 2011: Graduation Plan: Student Completion **Person:** Fisher-Spencer

Teacher Expectations and Student Achievement (TESA)

Aug 10, 2010: Tesa Building Level Training-Awareness **Person:** B. Beene

Aug 10, 2010: Tesa Building Level Training-Workshop 1 **Person:** B. Beene

Aug 12, 2010: Tesa Peer Observation Review workshop 1 **Person:** B. Beene

Aug 12, 2010: Tesa Strategy Chair Meeting 1 **Person:** B. Beene

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

Sep 10, 2010: Tesa Building Level Training-Workshop 2 **Person:** B. Beene

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

Sep 13, 2010: Tesa Peer Observation Review workshop 2 **Person:** B. Beene

Oct 10, 2010: Tesa Building Level Training-Workshop 3 **Person:** B. Beene
Oct 13, 2010: Administrator Observation **Person:** Principal
Oct 13, 2010: Tesa Peer Observation Review workshop 3 **Person:** B. Beene
Nov 10, 2010: Tesa Building Level Training workshop 4 **Person:** B. Beene
Nov 13, 2010: Administrator Observation **Person:** Principal
Nov 13, 2010: Tesa Peer Observation Review workshop 4 **Person:** B. Beene
Dec 10, 2010: Tesa Building Level Training workshop 5 **Person:** B. Beene
Dec 13, 2010: Administrator Observation **Person:** Principal
Dec 13, 2010: Tesa Peer Observation Review workshop 5 **Person:** B. Beene
Jan 13, 2011: Administrator Observation **Person:** Principal
Feb 10, 2011: Tesa Strategy Chair Meeting 2 **Person:** B. Beene
Feb 13, 2011: Administrator Observation **Person:** Principal
Mar 13, 2011: Administrator Observation **Person:** Principal
Apr 13, 2011: Administrator Observation **Person:** Principal
May 13, 2011: Administrator Observation **Person:** Principal

Timely Additional Assistance

Apr 1, 2010: Collect baseline data: % of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data War **Person:** Ms. DW
Aug 26, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Principal
Sep 9, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers
Sep 23, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Principal
Oct 13, 2010: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities. **Person:** Teachers
Oct 14, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers
Oct 23, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Strategy Chair
Oct 28, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Principal
Nov 11, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers
Nov 13, 2010: Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers
Nov 23, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Strategy Chair
Nov 25, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Principal
Nov 30, 2010: Collect fall data: % of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data Warehouse **Person:** Ms. DW
Dec 9, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers
Dec 23, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Strategy Chair
Dec 23, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Principal
Jan 13, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers
Jan 15, 2011: Review elementary, middle, and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers
Jan 23, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Strategy Chair
Jan 27, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Principal
Feb 10, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers
Feb 23, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Strategy Chair
Feb 24, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Principal
Mar 10, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers
Mar 12, 2011: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers
Mar 23, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Strategy Chair
Mar 24, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Principal
Apr 14, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Apr 23, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Strategy Chair

Apr 28, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Principal

May 10, 2011: Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #1 and #3 test results **Person:** Teachers

May 11, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings **Person:** Principal

May 15, 2011: Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers

May 23, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Strategy Chair

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

Professional Development Summary

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

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

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

Administrator Walkthrough

Weekly Administrator Walkthrough Follow-ups

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

Intended Participants: Teachers

Dates: Aug 27, 2010; Sep 24, 2010; Oct 22, 2010; Nov 26, 2010; Dec 24, 2010; Jan 28, 2011; Feb 25, 2011; Mar 25, 2011; Apr 22, 2011; May 27, 2011

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: na

Does this activity occur during the school day? Yes

Benchmark & End of Semester Assessments

Use diagnostic data to drive instruction

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

Intended Participants: Teachers

Dates: Sep 15, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011; Apr 15, 2011; May 15, 2011

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: na

Does this activity occur during the school day? Yes

Cultural Competency

25. Teachers hold monthly study circles as a

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

Intended Participants: Teachers, Counselors, Administrators

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

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

Activity Format: Study Group

Funding: N/A

Does this activity occur during the school day? No

26. SELECT DIVERSITY CADRE MEMBERS

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers, Administrators

Dates: Sep 28, 2010; Oct 26, 2010; Nov 23, 2010; Dec 28, 2010; Jan 25, 2011; Feb 22, 2011; Mar 22, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Other

Funding: N/A

Does this activity occur during the school day? Yes

27. Fifteen (15) minutes of staff meetings

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

Intended Participants: Teachers, Administrators

Dates: Aug 0, 2010; Aug 29, 2010; Sep 26, 2010; Oct 31, 2010; Nov 28, 2010; Dec 26, 2010; Jan 30, 2011; Feb 27, 2011; Mar 27, 2011

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

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? No

28. REPRESENTATIVES ATTEND IPS

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 0, 2011

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

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

Funding: N/A

Does this activity occur during the school day? No

29. GRADE 4 â VISIT THE CRISPUS

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

Intended Participants: Teachers, Students

Dates: Aug 0, 2010; Jun 25, 2010; Aug 27, 2010; Oct 0, 2010; Oct 29, 2010; Dec 31, 2010; Mar 4, 2011; May 6, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: SCHOOL BUDGETS

Does this activity occur during the school day? Yes

31. PARTICIPATE BY VIEWING THE MLK

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

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

Date: Jan 14, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? Yes

32. SELECT REPRESENTATIVES TO

Brief Description: Enter a brief description of the Professional Development Activity

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

Date: Feb 5, 2011

Activity Purpose: Information

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

Funding: N/A

Does this activity occur during the school day? Yes

34. PARTICIPATE IN THE MEDIA

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

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

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

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

Activity Format: Talk to, Presentation

Funding: n/a

Does this activity occur during the school day? Yes

35. Create a Community Council composed of

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

Intended Participants: Administrators, Parents, Community Members

Dates: Oct 0, 2010; Jun 25, 2010; Aug 27, 2010; Oct 29, 2010; Dec 31, 2010; Mar 4, 2011; May 0, 2011

Activity Purpose: Information, Feedback/Support

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

Funding: n/a

Does this activity occur during the school day? Yes

36. CREATE A YOUTH COUNCIL

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers, Administrators, Students

Dates: Oct 0, 2010; ; Jun 25, 2010; Aug 27, 2010; Oct 29, 2010; Dec 31, 2010; Mar 4, 2011

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

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

7. PROVIDE TRAINING IN THE USE OF THE

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

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 1, 2010

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

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

8. BUILD AWARENESS OF

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

Intended Participants: Administrators

Date: Aug 2, 2010

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

Activity Format: Presentation, Collaborative Problem Solving, Action Research

Funding: N/A

Does this activity occur during the school day? No

Attend a workshop presentation on the

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

Intended Participants: Teachers, Administrators

Date: Sep 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: OME

Does this activity occur during the school day? Yes

Builds capacity to reflect a district that values cultural competence. This process is based on the I

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

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

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

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

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

Funding: N/A

Does this activity occur during the school day? Yes

GRADES 5/6 à VISIT CROWN HILL

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers, Students

Date: May 5, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Reflective Writing

Funding: SCHOOL BUDGETS

Does this activity occur during the school day? Yes

Staff members will attend a workshop to

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

Intended Participants: Teachers, Administrators

Date: Sep 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

Student Graduation Plan

Graduation Plan; Grade 6 training

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

Intended Participants: Counselors

Date: Sep 12, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Teacher Expectations and Student Achievement (TESA)

Administrator Observation

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

Intended Participants: Teachers

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

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: none

Does this activity occur during the school day? No

Tesa Building Level Training workshop 4

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

Intended Participants: Teachers

Date: Nov 10, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Tesa Building Level Training workshop 5

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

Intended Participants: Teachers

Date: Dec 10, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Tesa Building Level Training-Awareness

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

Intended Participants: Teachers

Date: Aug 10, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Tesa Building Level Training-Workshop 1

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

Intended Participants: Teachers

Date: Aug 10, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Tesa Building Level Training-Workshop 2

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

Intended Participants: Teachers

Date: Sep 10, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Tesa Building Level Training-Workshop 3

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

Intended Participants: Teachers

Date: Oct 10, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Tesa Peer Observation Review workshop 1

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

Intended Participants: Teachers

Date: Aug 12, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? Yes

Tesa Peer Observation Review workshop 2

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

Intended Participants: Teachers

Date: Sep 13, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? Yes

Tesa Peer Observation Review workshop 3

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

Intended Participants: Teachers

Date: Oct 13, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: none

Does this activity occur during the school day? Yes

Tesa Peer Observation Review workshop 4

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

Intended Participants: Teachers

Date: Nov 13, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: none

Does this activity occur during the school day? No

Tesa Peer Observation Review workshop 5

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

Intended Participants: Teachers

Date: Dec 13, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: none

Does this activity occur during the school day? Yes

Tesa Strategy Chair Meeting 1

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

Intended Participants: Other

Date: Aug 12, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Tesa Strategy Chair Meeting 2

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

Intended Participants: Other

Date: Feb 10, 2011

Activity Purpose: Feedback/Support

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

A. Parent Involvement: Parent Liaison - Home Visits

No professional development is needed for this strategy.

A. Parent Involvement: Parent-in-Touch Day

No professional development is needed for this strategy.

B. Educator Training for Parent Involvement

No professional development is needed for this strategy.

D. Curriculum Mapping

Content Area Curriculum Map Workshops

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

Intended Participants: Teachers

Dates: Sep 20, 2010; Oct 18, 2010; Nov 15, 2010; Dec 20, 2010; Jan 17, 2011; Feb 21, 2011; Mar 21, 2011; Apr 18, 2011; May 16, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Social Studies Curriculum Map Training

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

Intended Participants: Teachers

Date: Oct 10, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Visual Arts Curriculum Map Training

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

Intended Participants: Teachers

Date: Sep 10, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Vocal Music Curriculum Map Training

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

Intended Participants: Teachers

Date: Nov 10, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Voluntary Mapping Workshops

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

Intended Participants: Teachers

Dates: Sep 22, 2010; Oct 22, 2010; Nov 22, 2010; Dec 22, 2010; Jan 22, 2011; Feb 22, 2011; Mar 22, 2011; Apr 22, 2011; May 22, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Curriculum Mapping

Content Area Curriculum Map Workshops

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

Intended Participants: Teachers

Dates: Sep 20, 2010; Oct 18, 2010; Nov 15, 2010; Dec 20, 2010; Jan 17, 2011; Feb 21, 2011; Mar 21, 2011; Apr 18, 2011; May 16, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Social Studies Curriculum Map Training

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

Intended Participants: Teachers

Date: Oct 17, 2010

Activity Purpose:

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Visual Arts Curriculum Map Training

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

Intended Participants: Teachers

Date: Sep 19, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Vocal Music Curriculum Map Training

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

Intended Participants: Teachers

Date: Nov 19, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Voluntary Mapping Workshops

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

Intended Participants: Teachers

Dates: Sep 23, 2010; Oct 28, 2010; Nov 25, 2010; Dec 23, 2010; Jan 27, 2011; Feb 24, 2011; Mar 24, 2011; Apr 28, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Voluntary Mapping Workshops

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

Intended Participants: Teachers

Date: May 16, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

I. Focused Academic Area: Literacy in the Content Areas

ENGLISH â Data and Best Practices Morning Workshop 1 for Grades 5-6 (grades attend on different d

Brief Description: Those responsible for teaching English in grades 5-6, including Title I, Special Education, and ESL teachers, will attend a morning session focused on 5-5-3-3 (Making Thinking Visible, Vocabulary, and Writing to Learn) and interactive read alouds).

Intended Participants: Teachers

Date: Sep 19, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

ENGLISH â Data and Best Practices Morning Workshop 1 for Grade 1

Brief Description: Those responsible for teaching English in grade 1, including Title I, Special Education, and ESL teachers, will engage in activities related to 5-5-3-3 (Making Thinking Visible, Vocabulary and Writing to Learn), interactive read alouds, and Four Block Writing.

Intended Participants: Teachers

Date: Nov 22, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

ENGLISH â Data and Best Practices Morning Workshop 1 for Grade 2

Brief Description: Those responsible for teaching English in grade 2, including Title I, Special Education, and ESL teachers, will engage in activities related to 5-5-3-3 (Making Thinking Visible, Vocabulary and Writing to Learn), interactive read alouds, and embedding 6+1 traits in the writing process.

Intended Participants: Teachers

Date: Nov 20, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

ENGLISH â Data and Best Practices Morning Workshop 1 for Grade 3

Brief Description: Those responsible for teaching English in grade 3, including Title I, Special Education, and ESL teachers, will engage in activities related to 5-5-3-3 (Making Thinking Visible, Vocabulary and Writing to Learn), interactive read alouds, and embedding 6+1 traits in the writing process.

Intended Participants: Teachers

Date: Jan 16, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

ENGLISH â Data and Best Practices Morning Workshop 1 for Grade K

Brief Description: Those responsible for teaching English in grade K, including Title I, Special Education, and ESL teachers, will engage in activities related to 5-5-3-3 (Making Thinking Visible, Vocabulary and Writing to Learn), interactive read alouds, and Four Block Writing.

Intended Participants: Teachers

Date: Dec 13, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

ENGLISH â Data and Best Practices Morning Workshop 1 for Grades 4

Brief Description: Those responsible for teaching English in grade 4, including Title I, Special Education, and ESL teachers, will engage in activities related to 5-5-3-3 (Making Thinking Visible, Vocabulary and Writing to Learn) and interactive read alouds.

Intended Participants: Teachers

Date: Oct 20, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

ENGLISH â Data and Best Practices Morning Workshop 2 for Grades 4-6 (grades attend on different d

Brief Description: Those responsible for teaching English in grades 4-6, including Title I, Special Education, and ESL teachers, will engage in activities related to 5-5-3-3 (Making Thinking Visible through discussion and Shared and Guided Writing, Vocabulary, and Levels of Writing), analysis of student work â writing samples.

Intended Participants: Teachers

Date: Jan 15, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

MATH â Data and Best Practices Workshop 1 for Grade K

Brief Description: Those responsible for teaching math in grades K, including Title I, Special Education and ESL teachers, will attend an afternoon session focused on evaluating data, manipulatives, math literature libraries, and 5-5-3-3.

Intended Participants: Teachers

Date: Dec 15, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

MATH â Data and Best Practices Workshop 1 for Grades 1-2 (grades attend on different days)

Brief Description: Those responsible for teaching math in grades 1-2, including Title I, Special Education and ESL teachers, will attend an afternoon session focused on evaluating data, manipulatives, math literature libraries, and 5-5-3-3.

Intended Participants: Teachers

Date: Nov 20, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

MATH â Data and Best Practices Workshop 1 for Grades 3-4 (grades attend on different days)

Brief Description: Those responsible for teaching math in grades 3-4, including Title I, Special Education and ESL teachers, will attend an afternoon session focused on evaluating data, manipulatives, math literature libraries, and 5-5-3-3.

Intended Participants: Teachers

Date: Oct 18, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

MATH â Data and Best Practices Workshop 1 for Grades 5-6 (grades attend on different days)

Brief Description: Those responsible for teaching math in grades 5-6, including Title I, Special Education and ESL teachers, will attend an afternoon session focused on evaluating data, manipulatives, math literacy libraries (5th), and 5-5-3-3.

Intended Participants: Counselors

Date: Sep 18, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

MATH â Data and Best Practices Workshop 2 for Grade K

Brief Description: Those responsible for teaching math in grades K, including Title I, Special Education and ESL teachers, will attend an afternoon session focused on evaluating data, manipulatives, 5-5-3-3, online interventions, and problem solving.

Intended Participants: Teachers

Date: Mar 21, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

MATH â Data and Best Practices Workshop 2 for Grades 1-2 (grades attend on different days)

Brief Description: Those responsible for teaching math in grades 1-2, including Title I, Special Education and ESL teachers, will attend an afternoon session focused on evaluating data, manipulatives, 5-5-3-3, online interventions, and problem solving.

Intended Participants: Teachers

Date: Mar 16, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

MATH â Data and Best Practices Workshop 2 for Grades 3-4 (grades attend on different days)

Brief Description: Those responsible for teaching math in grades 3-4, including Title I, Special Education and ESL teachers, will attend an afternoon session focused on evaluating data, manipulatives, 5-5-3-3, online interventions, and problem solving.

Intended Participants: Teachers

Date: Jan 24, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

MATH â Data and Best Practices Workshop 2 for Grades 5-6 (grades attend on different days)

Brief Description: Those responsible for teaching math in grades 5-6, including Title I, Special Education and ESL teachers, will attend an afternoon session focused on evaluating data, manipulatives, 5-5-3-3, online interventions, and problem solving.

Intended Participants: Teachers

Date: Jan 20, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

MATH â New Math Materials Training (June or July) - Voluntary

Brief Description: K-12 Math teachers will attend one day of training during which they will receive the teacher's edition of the new textbook and will become familiar with all the new materials. Teachers will co-plan lessons for the first four weeks with colleagues.

Intended Participants: Teachers

Date: Jun 20, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

MATH â New Math Materials Training (June or July) - Voluntary

Brief Description: K-12 Math teachers will attend one day of training during which they will receive the teacher's edition of the new textbook and will become familiar with all the new materials. Teachers will co-plan lessons for the first four weeks with colleagues.

Intended Participants: Teachers

Date: Jun 22, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

L. Early Childhood Transition: Transition Team

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

W. Timely Additional Assistance: Remediation Plan

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Cultural Competency
- T. Annual Parent Meeting
- L. Early Childhood Transition: Transition Team
- B. Educator Training for Parent Involvement
- C. Outreach to Preschool Parent Involvement Programs
- E. Parent Information Resource Center Website
- A. Parent Involvement: Parent Liaison - Academic Workshops for Parents
- A. Parent Involvement: Parent Liaison - Home Visits
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: Free and Reduced Lunch Student Group
- A. Parent Involvement: Parent-in-Touch Day
- M. Parent Notice - Assessment Results
- W. Timely Additional Assistance: Remediation Plan

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students Tested -- % Passing ISTEP+ English/Language Arts
- All Students Tested -- Passing ISTEP +Math
- Free and Reduced Lunch Students -- % Tested in ISTEP+ English/Language Arts
- Free/Reduced Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- Benchmark & End of Semester Assessments
- D. Curriculum Mapping
- J. Instruction by Highly Qualified Teachers
- W. Timely Additional Assistance: Remediation Plan

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Administrator Walkthrough
- Student Graduation Plan
- D. Curriculum Mapping
- U. Focused Student Group: Free and Reduced Lunch Student Group
- J. Instruction by Highly Qualified Teachers
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Teacher Expectations and Student Achievement (TESA)
- K. Attracting Highly Qualified Teachers
- F. Encourage Rigorous Curriculum: Curriculum Mapping
- I. Focused Academic Area: Literacy in the Content Areas
- J. Instruction by Highly Qualified Teachers
- R1. Parent Right-to-Know Letter - Qualifications

We are concerned that... Black Females are not engaged during the Reading/Language Arts Block.

Data Targets Influenced by This Concern:

- Black students -- Pass ISTEP English/Language Arts

Strategies to Impact This Concern:

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- 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 - Academic Workshops for Parents
- A. Parent Involvement: Parent Liaison - Home Visits
- A. Parent Involvement: Parent-in-Touch Day

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students Tested -- % Passing ISTEP+ English/Language Arts
- All Students Tested -- Passing ISTEP +Math
- Black students -- Pass ISTEP English/Language Arts
- Black Students -- Pass ISTEP Math
- Fourth grade students -- Pass ISTEP writing process
- Free and Reduced Lunch Students -- % Tested in ISTEP+ English/Language Arts
- 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

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Black students -- Pass ISTEP English/Language Arts
- Black Students -- Pass ISTEP Math
- Free and Reduced Lunch Students -- % Tested in ISTEP+ English/Language Arts
- Free/Reduced Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students Tested -- % Passing ISTEP+ English/Language Arts
- All Students Tested -- Passing ISTEP +Math
- Black students -- Pass ISTEP English/Language Arts
- Black Students -- Pass ISTEP Math
- Fourth grade students -- Pass ISTEP writing process
- Free and Reduced Lunch Students -- % Tested in ISTEP+ English/Language Arts
- 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

Strategies to Impact This Concern:

- D. Curriculum Mapping

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students Tested -- % Passing ISTEP+ English/Language Arts
- All Students Tested -- Passing ISTEP +Math

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Curriculum Mapping

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Literacy in the Content Areas

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- L. Early Childhood Transition: Transition Team

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students Tested -- % Passing ISTEP+ English/Language Arts
- All Students Tested -- Passing ISTEP +Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- All Students Tested -- % Passing ISTEP+ English/Language Arts
- All Students Tested -- Passing ISTEP +Math
- Black students -- Pass ISTEP English/Language Arts
- Black Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP ELA
- Special Education Students -- Pass ISTEP Math

Strategies to Impact This Concern:

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

W. Timely Additional Assistance (SW)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students Tested -- % Passing ISTEP+ English/Language Arts
- All Students Tested -- Passing ISTEP +Math
- Black students -- Pass ISTEP English/Language Arts
- Black Students -- Pass ISTEP Math
- Free and Reduced Lunch Students -- % Tested in ISTEP+ English/Language Arts
- Free/Reduced Students -- Pass ISTEP Math

Strategies to Impact This Concern:

- W. Timely Additional Assistance: Remediation Plan

Force Field Excerpt

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

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Main Office and Principal's Office</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<p>We would like to implement math and reading scrimmages be given every 4 weeks instead of 2 weeks so that it would give teachers time to work with students during intervention times on specific skills not mastered from the scrimmage. Not enough time to review skills missed on the scrimmages before next one is completed. The benchmark assessment given 4x's a year would cover the evaluation process of scrimmages since they are both designed to follow district and state standards to measure the success of student achievement.</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Dibels Reading- K-3 reading program that assesses Initial sound fluency for K; Nonsense Word Fluency for 1st grade; Oral Reading Fluency for 2 & 3 grades. Dibels Math- K-2 math program that assesses computation, problem solving, number facts and concepts SRI - reading comprehension program for grades 4-6 Math Scrimmages- 2 week cycle covering Indiana Math Standards Benchmarks- 4 times a year covering district and state standards relative to Istep preparation.</p>
<p>D. List the needs assessments used in your school to help you identify areas that are interfering with learning.</p>	
<p>E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.</p>	<p>Due to reduction of funds there will not be a reading coach for the 2009-2010 school year and only one Title 1 teacher.</p>

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2010-2011 school year