

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

**June 2, 2009 13:50:08**

### **Arlington Woods Elementary School (5623)**

**Indianapolis Public Schools**

**Indianapolis, IN**

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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# School Improvement Plan Introduction

Arlington Woods Elementary School

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

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

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

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

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

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

## **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

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

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

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

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Sharolyn Brackee - Teacher
- Kristin Eilenberg -
- Susan Eilenberg - Teacher
- Nicole Fama - Teacher
- Marcia Johnson - Administrator
- Rodney Lett - School Counselor
- Larry Mohr - Community Representative (Business)
- Victoria Sheppard - Community Representative

## Strategy Chairs

- Melinda Albaugh
- Sharolyn Brackee
- Nicole Fama
- S Hansel
- Marcia Johnson
- Hia watha King
- Tammy Laughner
- Rodney Lett
- Lisa Rittner
- Victoria Sheppard
- Susan Taylor

## Community Council

- Wal-Mart
- Melinda Albaugh - Reading First Coach
- Chea Ballinger
- Union Savings Bank
- Lamar Betts - Youth Minister
- Doug Brown - Boyscout Leader
- Rev. Tony Clark - associate pastor
- Kim Fingers - Mentor
- Sarah Green - Outreach Coordinator
- Steven Haddis - Store Manager
- LaTasha Leveringston - Apartment Manager
- T.J. Ford Pacers
- Darnae Scales - Outreach Coordinator
- Claudia Taylor - Community/School Partner
- Claudia Taylor
- Sonja Tuttle - Teacher
- Gaynelle West
- Sheryl Williams - Parent
- Venita Williams - Guardian

# Vision Statement

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

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

to have dedicated teachers and rigorous instruction with high expectations. This will lead to a quality education. We believe with mutual respect and caring adults our students will achieve. We believe in order to achieve our students deserve strict and consistent rules and the opportunity to work with other students to reach a common goal in a safe and nurturing environment. Through positive incentive behavior programs, students will develop leadership and character traits that will ensure their success in present and future school and community endeavors.

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

All parents, teachers, and community members value the importance of educating our students. Community members actively show this by attending community partner meetings, donating funds & materials to the school and being a voice in the process of educating our students. The adults in our community volunteer in the building and participate in school related activities. Local businesses attend monthly meetings to give their input on expectations of students in the workforce and mentor students in the school. As staff members we understand that Children Come First! Their success is our only option. We demonstrate professionalism and integrity in all we do. All stakeholders are responsible for student achievement that meets or exceeds state standards. Academic Rigor must be the norm in order for student potential to be discovered and nurtured. Diversity is also valued and demonstrated by culturally competent practices. Parents will attend school sponsored events and activities, volunteer their time on a regular basis and show students how to be respectful and responsible. The staff ensures that facilities be safe, clean, secure and inviting. Ultimately with communication that is clear, respectful, and timely, we demonstrate that students, parents, families, and community members are all essential partners at Arlington Woods Elementary School.

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

All students will act with respect and honesty. They will feel comfortable and safe. This will foster feelings of motivation, self confidence and dedication. They will actively work in small groups to meet high expectations with a strong sense of self worth and responsibility. In this environment where all adults are living by their core convictions students will work with enthusiasm and continue to become life long learners.

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

- % of students who master 3rd grade ISTEP skills: 100%
- % of students who master 4th grade ISTEP skills: 100%
- % of students who master 5th grade ISTEP skills: 100%
- % of students who master 6th grade ISTEP skills: 100%
- % of students who earn a 4.0 GPA on a 4.0 scale: 100%

## Academic Goals

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

### African American - ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	49	57	60	61		65		74		74		100

### African American - ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	64	68	65	71		75		79		79		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	55	59	62.8	63		67		74		74		100

### All Tested Grades - All ISTEP Tests Average Percent Passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	62	67	64.9	71		75		79		79		100

### Free/ Reduced Lunch - ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	54	58	61	61		65		74		74		100

**Free/ Reduced Lunch - ISTEP Math**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	66	70	64	74		78		82		82		100

**ISTEP All Grades Tested - Writing Process**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	61	65	63.6	69		73		77		77		100

**Special Education - ISTEP Language Arts**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	70	74	63	78		82		86		86		100

**Special Education - ISTEP Math**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	50	54	63	58		74		76		76		100

## Areas of Concern

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

### Local Areas of Concern

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

District concern

**Concern: Instructional practices do not adequately ensure that rigorous content is being taught to all students in a manner that promotes learning for all students.**

District requirement.

**Concern: Teachers need tools to support their instruction of writing using a common language**

Required by PL221 and Title 1

**Concern: Title I requires the promoting and attracting**

Effort given to seeking out highly qualified teachers truly attracts the best of the best and pays in higher student scores.

**Concern: Requirement by the Dept. of Education Title I**

Required

**Concern: Requirement by the Dept. of Education by Title I for schools on school improvement.**

Required by Title I for schools on improvement.

**Concern: Requirement by the Dept. of Education by Title I and P.L. 221.**

Required by Title I and P.L.221, and the department of education

**Concern: Requirement by the Dept. of Education by Title I and District Requirement.**

District requirement and required by Title I and the P.L. 221

### Required Areas of Concern

**A. Parent Involvement**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**K. Attracting Highly Qualified Teachers**

**L. Early Childhood Transition**

**M. Parent Notice - Assessment Results**

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

**O. Extended Learning Activities**

**P. Teacher Mentoring Program**

**Q. School-Parent Involvement Policy**

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

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

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**V. Peer Review for SIP**

**W. Timely Additional Assistance**

# Strategies

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

## Local Strategies

### **TESA - Phase IV —**

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

## Required Strategies

### **A. Parent Involvement: Parent Liaisons —**

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

### **F. Encourage Rigorous Curriculum: Curriculum Mapping —**

Tier III and IV Leadership Teams will present to staff members the Pacing/concensus maps and individual maps for Language Arts. Teachers will be instructed how to add to the individual maps so that it becomes the teacher's lesson plans for Language Arts throughout the school year, August-May. Also teachers will consistently use the district Language Arts Pacing/Concensus Maps in grades K-12 and individually map the units of instruction using the Rubicon Atlas software throughout the school year.

### **I. Focused Academic Area: 5-5-3-3 Districtwide Strategies —**

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

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

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

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

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

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

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

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

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

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

The school will verify that the IPS District has sent to all parents the Parent Notice- School Improvement including the specific responsibilities of the school, LEA and SEA (Title I School Improvement Schools ONLY)

**O. Extended Learning Activities: After School Tutoring —**

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

**P. Teacher Mentoring Program —**

The school will participate in the services provided by the district including mentoring provided by the district directors, the instructional coaches, TESA model (peer to peer), and InSAI building level strategy including teachers viewing teaching practices and incorporating them into their daily teaching to improve stamina in writing and test taking skills.

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

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

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

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

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

The school will send home a notice if children are not being taught by a highly qualified teacher throughout the school year Aug-May. (Title I Only)

**S. School-Parent Compact —**

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

**T. Annual Parent Meeting —**

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

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

Special Education students will receive extra help through training and advancement of most classroom teachers Sept.-May.

**V. Peer Review for SIP —**

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

**W. Timely Additional Assistance —**

Teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for students whose score indicates yellow grouping on DIBELS, SRI, Predictor Assessments. Teachers will schedule an additional 40-6- minutes intervention/remediation time into their daily instructional time for students whose scores indicate red grouping on DIBELS, SRI, Predictor Assessments, and End of Semester Assessments, and End of Semester Assessments throughout the school year, August-May.

# Professional Development

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

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

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

## TESA - Phase IV

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

Professional Development Activity	Funding	Activity Purpose
<i>TESA awareness session for new faculty</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Presentation of TESA Awareness Session to new faculty members (certified in phase IV elementary schools and in previously trained schools).	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA "Trainer of the Trainers" Workshop #1</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
TESA "Trainer of the Trainers" Workshop #1 for phase IV Elementary Schools.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA "Trainer of the Trainers" Workshop #2</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
TESA "Trainer of the Trainers" Workshop #2 for phase IV Elementary Schools.	Teachers Administrators	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>TESA "Trainer of the Trainers" Workshop #3</i>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
TESA "Trainer of the Trainers" Workshop #3 for phase IV Elementary Schools.	Teachers Administrators	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>TESA "Trainer of the Trainers" Workshop #4</i>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
TESA "Trainer of the Trainers" Workshop #4 for phase IV Elementary Schools.	Teachers Administrators	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>TESA "Trainer of the Trainers" Workshop #5</i>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
TESA "Trainer of the Trainers" Workshop #5 for phase IV Elementary Schools.	Teachers Administrators	

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>TESA Building Level workshop #1</i>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Building Level TESA Workshop #1 for Phase IV Elementary Schools.	Teachers	

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>TESA Building Level workshop #2</i>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Building Level TESA Workshop #2 for Phase IV Elementary Schools.	Teachers	

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>TESA Building Level workshop #3</i>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Building Level TESA Workshop #3 for Phase IV Elementary Schools.	Teachers	Presentation/Workshop

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>TESA Building Level workshop #4</i>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Building Level TESA Workshop #4 for Phase IV Elementary Schools.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>TESA Building Level workshop #5</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Building Level TESA Workshop #5 for Phase IV Elementary Schools.	Teachers	Presentation/Workshop

## A. Parent Involvement: Parent Liaisons

Professional Development Activity	Funding	Activity Purpose
<i>Parent Liaison Professional Development</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Monthly Meeting with the Title I parent Facilitator will provide ongoing staff development for all parent liaisons.	Other	Reflective Writing Networking/Site Visit

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

## F. Encourage Rigorous Curriculum: Curriculum Mapping

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts mapping and talking in k-6</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Review the mapping process and how to use rubicon atlas software so all trainers can be trainers for each schools language arts teachers and will be able to assist the school staff as we start the mapping process.	Administrators Other	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts mapping and talking in k-6</i>	Source: Amount: \$	Information Refinement
Brief Description	Intended Participants	Activity Format
Review with all language arts teachers at the school the language arts pacing/consensus maps and the individual skeleton maps and the expectations for mapping the language arts curriculum for daily lessons.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts mapping and talking in k-6</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Mapping all language arts lessons using the individual skeleton maps in the rubicon atlas system.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts mapping and talking in k-6</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Language Arts Curriculum Mapping review meeting.	Administrators Other	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Language Arts mapping and talking in k-6</i>	Source: Amount: \$	Feedback/Support
Brief Description	Intended Participants	Activity Format
All language arts teachers will be consistently following the district pacing/consensus maps and individually mapping units of instruction in the area of language arts instruction.	Teachers Administrators	Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Tiers III, IV, and V team members will review with all language arts teachers the district pacing/co</i>	Source: Amount: \$	Feedback/Support
Brief Description	Intended Participants	Activity Format
All language arts teachers will be consistently following the district pacing/consensus maps and individually mapping units of instruction in the area of language arts instruction.	Teachers Administrators	Study Group

## I. Focused Academic Area: 5-5-3-3 Districtwide Strategies

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training on 5533 District-Wide Strategies (Overview)</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Power points are provided to administrators and staff to conduct the initial meeting of the strategies. All power points and resources will be located on IPS online under the Curriculum and Instructional Accountability Division.	Teachers	Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
After the initial overview of the 5533 District-Wide Strategies, the principal will conduct a training on List, Group, Label using resources from IPS Online. The staff will utilize this strategy the entire month of August with reflections presented during staff meetings.	Teachers	Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Concept Definition Map utilizing resources from IPS online. The staff will utilize this strategy the entire month of September with reflections presented during staff meetings.	Teachers	Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
After the initial overview of the 5533 District-Wide Strategies, the principal will conduct a training on Quickwrite using resources from IPS Online. The staff will utilize this strategy the entire month of October with reflections presented during staff meetings.	Teachers	Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
After the initial overview of the 5533 District-Wide Strategies, the principal will conduct a training on Enhancing Descriptive Writing Within the Content using resources from IPS Online. The staff will utilize this strategy the entire month of November with reflections presented during staff meetings.	Teachers	Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies</b>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Making Thinking Visible utilizing resources from IPS Online. The staff will utilize this strategy the entire month of December with reflections presented during staff meetings.	Teachers	Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies</i></b>	Source: Amount: \$	Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Questioning utilizing resources from IPS Online. The staff will utilize this strategy the entire month of January with reflections presented during staff meetings	Teachers	Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies</i></b>	Source: Amount: \$	Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Summarizing utilizing resources from IPS Online. The staff will utilize this strategy the entire month of February with reflections presented during staff meetings	Teachers	Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies</i></b>	Source: Amount: \$	Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Discussion utilizing resources from IPS Online. The staff will utilize this strategy the entire month of March with reflections presented during staff meetings	Teachers	Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies</i></b>	Source: Amount: \$	Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Discussion utilizing resources from IPS Online. The staff will utilize this strategy the entire month of April with reflections presented during staff meetings	Teachers Administrators	Reflective Writing Networking/Site Visit

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b><i>Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies</i></b>	Source: Amount: \$	Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The principal will conduct a training on Discussion utilizing resources from IPS Online. The staff will utilize this strategy the entire month of May with reflections presented during staff meetings	Teachers Administrators	Reflective Writing Networking/Site Visit

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

Professional Development Activity	Funding	Activity Purpose
<i>District Kdg. Meetings</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Kindergarten teachers will participate in the monthly KTA meetings conducted by the District Kdg. coordinator and implement new ideas discussed in their classroom activities.	Teachers Administrators	Peer Coaching

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

## O. Extended Learning Activities: After School Tutoring

No professional development is needed for this strategy.

## P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Domain 1 -- Planning and Preparation</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Demonstrating knowledge of cont and Pedagogy" and Demonstrating knowledge Resources" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Domain 1 -- Planning and Preparation</i>	Source: Amount: \$	Feedback/Support
Brief Description	Intended Participants	Activity Format
All participants will review how they incorporated these good teaching practices learned in the previous session. Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Demonstrating knowledge of students" and "setting instructional outcomes" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	Peer Coaching

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Domain 3-- Instruction</b>	Source: Amount: \$	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Communicating With Students and Demonstrating Flexibility" and Responsiveness" Classroom Procedures" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Peer Coaching Reflective Writing

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Domain 3-- Instruction</b>	Source: Amount: \$	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Using Questioning and Discussion Techniques" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers	Reflective Writing

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Domain 3-- Instruction</b>	Source: Amount: \$	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Managing Student Behaviors" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Peer Coaching Reflective Writing

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Introduction to the Charlotte Danielson's on line PD program</b>	Source: Amount: \$	Information
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Administrators, directors and instructional coaches will receive an overview and training the Charlotte Danielson's On Line PD program which allows teachers, directors and principals, and/or strategy chairs to see what good instruction looks like according to the the IPS teacher evaluation instrument.	Teachers	Peer Coaching

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Domain 2-- Classroom Management</i>	Source: Amount: \$	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Creating a climate of Respect and Rapport" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Reflective Writing

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Domain 2-- Classroom Management</i>	Source: Amount: \$	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Organizing Physical Space" and "Establishing a Culture for Learning" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Peer Coaching Reflective Writing

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Domain 2-- Classroom Management</i>	Source: Amount: \$	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Using Questioning and Discussion Techniques" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Reflective Writing

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Domain 2-- Classroom Management</i>	Source: Amount: \$	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Creating a Climate of Respect and Rapport" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Reflective Writing

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Domain 3-- Instruction</b>	Source: Amount: \$	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Communicating With Students" and "Demonstrating Flexibility and Responsiveness" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Peer Coaching

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Domain 1 -- Planning and Preparation</b>	Source: Amount: \$	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Setting Instructional Outcomes" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Peer Coaching Reflective Writing Collaborative Problem Solving

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Domain 1 -- Planning and Preparation</b>	Source: Amount: \$	Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Demonstrating Knowledge of Students" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Reflective Writing Collaborative Problem Solving

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<b>Domain 4 -- Professional Responsibilities</b>	Source: Amount: \$	
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Maintaining accurate Records" and "showing professionalism" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
<b>Domain 4 -- Professional Responsibilities</b>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Participating in a Professional Community" and "Growing and Developing Professionally" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Peer Coaching Reflective Writing

Professional Development Activity	Funding	Activity Purpose
<b>Domain 4 -- Professional Responsibilities</b>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
All participants will review how they incorporated these good teaching practices learned in the previous session Principals/Directors/Instruction coaches and/ or strategy chair will view the following video clips entitled "Reflecting on Teaching" in the Educational Impact program with the teachers and after viewing, discuss, reflect and mentor the teachers using the handouts provided.	Teachers Administrators	Peer Coaching Reflective Writing

## T. Annual Parent Meeting

No professional development is needed for this strategy.

## U. Focused Student Group: Special Education Students

Professional Development Activity	Funding	Activity Purpose
<b>Each Grade Level will view a Title from Teaching and Dealing with Difficult Learners</b>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Video Titles suggested will be Diagnosing ADD, Strategies for Addressing ADD and ADHD, Dealing with ADD and ADHD, Teaching ADD and ADHD Students, Teaching ADD and ADHD Students(case study), Teaching Students at Home, and Conclusion	Teachers	Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<b>Special Education Teachers during STPT</b>	Source: Amount:	
Brief Description	Intended Participants	Activity Format

## **W. Timely Additional Assistance**

No professional development is needed for this strategy.

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

## Former Areas of Concern Summary

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

## Local Areas of Concern

### **Concern: Teachers do not have adequate feedback tools for instructional decision-making purposes.**

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

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

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

- TESA - Phase IV

### **Concern: Instructional practices do not adequately ensure that rigorous content is being taught to all students in a manner that promotes learning for all students.**

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

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

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

- F. Encourage Rigorous Curriculum: Curriculum Mapping

### **Concern: Teachers need tools to support their instruction of writing using a common language**

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

- African American -- ISTEP Language Arts
- Free/ Reduced Lunch -- ISTEP Language Arts
- ISTEP All Grades Tested -- Writing Process
- Special Education -- ISTEP Language Arts

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

- I. Focused Academic Area: 5-5-3-3 Districtwide Strategies

### **Concern: Title I requires the promoting and attracting**

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

- All Tested Grades -- All ISTEP Tests Average Percent Passing
- Special Education -- ISTEP Math

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

- K. Attracting Highly Qualified Teachers

## **Concern: Requirement by the Dept. of Education Title I**

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

- African American -- ISTEP Math

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

- T. Annual Parent Meeting
- L. Early Childhood Transition: Transition Team
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

## **Concern: Requirement by the Dept. of Education by Title I for schools on school improvement.**

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

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

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

- O. Extended Learning Activities: After School Tutoring
- M. Parent Notice - Assessment Results
- N. Parent Notice - School in Improvement
- V. Peer Review for SIP
- W. Timely Additional Assistance

## **Concern: Requirement by the Dept. of Education by Title I and P.L. 221.**

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

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free/ Reduced Lunch -- ISTEP Math
- Special Education -- ISTEP Math

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

- U. Focused Student Group: Special Education Students
- W. Timely Additional Assistance

## **Concern: Requirement by the Dept. of Education by Title I and District Requirement.**

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

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

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

## **Required Areas of Concern**

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

**Data Targets Influenced by This Concern:**

- Special Education -- ISTEP Math

**Strategies to Impact This Concern:**

- A. Parent Involvement: Parent Liaisons

### **F. Encourage Rigorous Curriculum (PL221)**

**Data Targets Influenced by This Concern:**

- African American -- ISTEP Math

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Curriculum Mapping

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

**Data Targets Influenced by This Concern:**

- Special Education -- ISTEP Math

**Strategies to Impact This Concern:**

- I. Focused Academic Area: 5-5-3-3 Districtwide Strategies

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

**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 (Title I)**

**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 (Title I)**

**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 (Title I)**

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

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

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

- M. Parent Notice - Assessment Results

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

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

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

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

- N. Parent Notice - School in Improvement

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

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

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

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

- O. Extended Learning Activities: After School Tutoring

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

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

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

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

- P. Teacher Mentoring Program

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

### **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 (Title I)**

### **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 (Title I)**

**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 (Title I)**

**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 (Title I)**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- T. Annual Parent Meeting

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

**Data Targets Influenced by This Concern:**

- Special Education -- ISTEP Language Arts
- Special Education -- ISTEP Math

**Strategies to Impact This Concern:**

- U. Focused Student Group: Special Education Students

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

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- V. Peer Review for SIP

# W. Timely Additional Assistance (Title I)

**Data Targets Influenced by This Concern:**

- African American -- ISTEP Math

**Strategies to Impact This Concern:**

- I. Focused Academic Area: 5-5-3-3 Districtwide Strategies
- W. Timely Additional Assistance

## Force Field Excerpt

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

Description and location of curriculum:	Main Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Dibels Reading Dibels and MCLAss Math 3D MCLass Reading Math Scrimmages Reading Selection Tests	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	A building based team "RESTORE", developed and implemented by our staff to improve and refocus more time on academics and competition in academics.	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	Title I 30%. Safe Haven after school clubs 20%. Fresh Fruits and Vegetables Grant 100%. After School Tutoring 15%.	Force Field Report G: Environment Additional Data #2

# To-Do List

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

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

## Annual Parent Meeting

**Oct 20, 2009:** Conduct a meeting for parents explaining our goals and expectations and inviting parents to share and become involved

**Person:** Daniel Kriech

**Activity:** Annual Parent Meeting

## Early Childhood Transition

**May 1, 2009:** Collect strategy data

**Person:** Victoria Sheppard

**Activity:** Collect Baseline Data

**Aug 10, 2009:** Prior to the beginning of the school year, have an Open House for new Kdg. students and parents to acclimate child to school...

**Person:** Victoria Sheppard

**Activity:** Student Transition to Elementary School

**Aug 20, 2009:** Conduct monthly parent workshops for preschool parents and kindergarten parents

**Person:** Victoria Sheppard/kdg teachers

**Activity:** Kdg. Parent Workshops

**Sep 20, 2009:** Conduct monthly parent workshops for preschool parents and kindergarten parents

**Person:** Victoria Sheppard/kdg teachers

**Activity:** Kdg. Parent Workshops

**Sep 30, 2009:** Attend Monthly District Kdg. Teacher Meetings

**Person:**

**Activity:** District Kdg. Meetings

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

**Person:** Linda Hogan/Joan Harrell

**Activity:** How Teachers Get Parents Involved

**Oct 20, 2009:** Conduct monthly parent workshops for preschool parents and kindergarten parents

**Person:** Victoria Sheppard/kdg teachers

**Activity:** Kdg. Parent Workshops

**Oct 30, 2009:** Attend Monthly District Kdg. Teacher Meetings

**Person:**

**Activity:** District Kdg. Meetings

**Oct 30, 2009:** Schedule two Open Houses for Perspective Parents to visit school

**Person:** Victoria Sheppard

**Activity:** Open House for Perspective Parents

**Nov 20, 2009:** Conduct monthly parent workshops for preschool parents and kindergarten parents

**Person:** Victoria Sheppard/kdg teachers

**Activity:** Kdg. Parent Workshops

**Nov 30, 2009:** Attend Monthly District Kdg. Teacher Meetings  
**Person:**  
**Activity:** District Kdg. Meetings

**Dec 1, 2009:** Collect strategy data  
**Person:** Victoria Sheppard  
**Activity:** Collect End of First Semester Data

**Dec 10, 2009:** Evaluations at the end of each Kdg. Parent workshops  
**Person:** Victoria Sheppard  
**Activity:** Collect and compile workshop evaluation data

**Dec 10, 2009:** Collect the log in of how many perspective Kdg. parents participated in activities developed  
**Person:** Victoria Sheppard  
**Activity:** Evaluation

**Dec 20, 2009:** Conduct monthly parent workshops for preschool parents and kindergarten parents  
**Person:** Victoria Sheppard/kdg teachers  
**Activity:** Kdg. Parent Workshops

**Dec 30, 2009:** Attend Monthly District Kdg. Teacher Meetings  
**Person:**  
**Activity:** District Kdg. Meetings

**Jan 10, 2010:** Meet with Head Start/Even Start, etc. organizations to coordinate and integrate parent involvement programs and activities for preschool students  
**Person:** Marcia Johnson  
**Activity:** Program Development

**Jan 20, 2010:** Conduct monthly parent workshops for preschool parents and kindergarten parents  
**Person:** Victoria Sheppard/kdg teachers  
**Activity:** Kdg. Parent Workshops

**Jan 30, 2010:** Attend Monthly District Kdg. Teacher Meetings  
**Person:**  
**Activity:** District Kdg. Meetings

**Jan 30, 2010:** Attend three workshops focusing on Teacher/Parent Partnerships  
**Person:** Linda Hogan/Joan Harrell  
**Activity:** How Teachers Get Parents Involved

**Feb 20, 2010:** Conduct monthly parent workshops for preschool parents and kindergarten parents  
**Person:** Victoria Sheppard/kdg teachers  
**Activity:** Kdg. Parent Workshops

**Mar 2, 2010:** Attend Monthly District Kdg. Teacher Meetings  
**Person:**  
**Activity:** District Kdg. Meetings

**Mar 10, 2010:** Attend workshops on Getting Ready for Kindergarten  
**Person:** Victoria Sheppard/kdg teachers  
**Activity:** Parent Workshops

**Mar 20, 2010:** Conduct monthly parent workshops for preschool parents and kindergarten parents  
**Person:** Victoria Sheppard/kdg teachers  
**Activity:** Kdg. Parent Workshops

**Apr 2, 2010:** Attend Monthly District Kdg. Teacher Meetings  
**Person:**  
**Activity:** District Kdg. Meetings

- Apr 10, 2010:** Attend workshops on Getting Ready for Kindergarten  
**Person:** Victoria Sheppard/kdg teachers  
**Activity:** Parent Workshops
- Apr 20, 2010:** Conduct monthly parent workshops for preschool parents and kindergarten parents  
**Person:** Victoria Sheppard/kdg teachers  
**Activity:** Kdg. Parent Workshops
- Apr 29, 2010:** Schedule second open house  
**Person:** Kdg. Teachers/Principal  
**Activity:** Open House for Perspective Parents
- Apr 30, 2010:** Attend three workshops focusing on Teacher/Parent Partnerships  
**Person:** Linda Hogan/Joan Harrell  
**Activity:** How Teachers Get Parents Involved
- May 1, 2010:** Collect Strategy Data  
**Person:** Victoria Sheppard  
**Activity:** Collect Final Semester Data
- May 2, 2010:** Attend Monthly District Kdg. Teacher Meetings  
**Person:**  
**Activity:** District Kdg. Meetings
- May 10, 2010:** Collect the log in of how many perspective Kdg. parents participated in activities developed  
**Person:** Victoria Sheppard  
**Activity:** Evaluation
- May 10, 2010:** Attend workshops on Getting Ready for Kindergarten  
**Person:** Victoria Sheppard/kdg teachers  
**Activity:** Parent Workshops
- May 20, 2010:** Conduct monthly parent workshops for preschool parents and kindergarten parents  
**Person:** Victoria Sheppard/kdg teachers  
**Activity:** Kdg. Parent Workshops
- May 30, 2010:** Evaluations at the end of each Kdg. Parent workshops  
**Person:** Victoria Sheppard  
**Activity:** Collect and compile workshop evaluation data

## Encourage Rigorous Curriculum

- May 1, 2009:** Collect strategy data  
**Person:** Melinda Albaugh  
**Activity:** Collect baseline data
- Aug , 2009:** During staff dev. meetings they will review all the components and expectations of mapping for the school year.  
**Person:** Melinda Albaugh  
**Activity:** Tiers III, IV, and V team members will review with all language arts teachers the district pacing/co
- Aug 1, 2009:** Teachers will map and put in the rubicon atlas system their individual maps  
**Person:** Melinda Albaugh  
**Activity:** Map units of Language arts
- Aug 8, 2009:** Teachers will map and put in the rubicon atlas system their individual maps  
**Person:** Melinda Albaugh  
**Activity:** Map units of Language arts
- Aug 15, 2009:** Attend review mapping training at their schools, Tier III, IV, V members  
**Person:** Ms. Johnson  
**Activity:** Language Arts mapping and talking in k-6

- Aug 15, 2009:** Teachers will map and put in the rubicon atlas system their individual maps  
**Person:** Melinda Albaugh  
**Activity:** Map units of Language arts
- Aug 22, 2009:** Teachers will map and put in the rubicon atlas system their individual maps  
**Person:** Melinda Albaugh  
**Activity:** Map units of Language arts
- Aug 29, 2009:** Teachers will map and put in the rubicon atlas system their individual maps  
**Person:** Melinda Albaugh  
**Activity:** Map units of Language arts
- Sep , 2009:** First Semester : Teachers will print off one individual map they created during the first semester  
**Person:** Melinda Albaugh  
**Activity:** First Semester : Teachers will print off one individual map they created during the first semester
- Sep , 2009:** The Principal will follow the IPS progressive discipline steps for the teacher to comply  
**Person:** Ms. Johnson  
**Activity:** Teachers still are not completing individual maps for language arts in the rubicon atlas system
- Sep , 2009:** Principal will speak to teacher to find out why they are not individually mapping the units in language arts  
**Person:** Ms. Johnson  
**Activity:** Teachers will not complete individual maps for language arts in the rubicon atlas system
- Sep 1, 2009:** Attend mapping training Tier III group  
**Person:** Tier III, IV, and V group members  
**Activity:** Language Arts mapping and talking in k-6
- Sep 1, 2009:** Attend STPT grade level sessions and discuss the language arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction  
**Person:** all school language arts teachers  
**Activity:** Language Arts mapping and talking in k-6
- Sep 8, 2009:** Attend STPT grade level sessions and discuss the language arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction  
**Person:** all school language arts teachers  
**Activity:** Language Arts mapping and talking in k-6
- Sep 15, 2009:** Attend STPT grade level sessions and discuss the language arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction  
**Person:** all school language arts teachers  
**Activity:** Language Arts mapping and talking in k-6
- Sep 22, 2009:** Attend STPT grade level sessions and discuss the language arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction  
**Person:** all school language arts teachers  
**Activity:** Language Arts mapping and talking in k-6
- Sep 29, 2009:** Attend STPT grade level sessions and discuss the language arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction  
**Person:** all school language arts teachers  
**Activity:** Language Arts mapping and talking in k-6
- Oct 6, 2009:** Attend STPT grade level sessions and discuss the language arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction  
**Person:** all school language arts teachers  
**Activity:** Language Arts mapping and talking in k-6
- Oct 13, 2009:** Attend STPT grade level sessions and discuss the language arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction  
**Person:** all school language arts teachers

**Activity:** Language Arts mapping and talking in k-6

**Oct 20, 2009:** Attend STPT grade level sessions and discuss the language arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction

**Person:** all school language arts teachers

**Activity:** Language Arts mapping and talking in k-6

**Oct 27, 2009:** Attend STPT grade level sessions and discuss the language arts individual skeleton maps written by grade level teachers making revisions on their individual maps for next year's instruction

**Person:** all school language arts teachers

**Activity:** Language Arts mapping and talking in k-6

**Dec , 2009:** Attend language arts mapping training- tier III, IV, V group members to review the process and make recommendations for revisions and changes that need to be considered and / or done

**Person:** District Curriculum mapping director and members of Tier III, IV, V group members for language arts

**Activity:** Language Arts mapping and talking in k-6

**Dec 1, 2009:** Collect strategy data

**Person:** Melinda Albaugh

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

**Jan 10, 2010:** All language arts teachers will follow the pacing/consensus maps and individual map units of instruction using the individual skeleton map as the framework

**Person:** all school language arts teachers

**Activity:** Language Arts mapping and talking in k-6

**Feb 10, 2010:** All language arts teachers will follow the pacing/consensus maps and individual map units of instruction using the individual skeleton map as the framework

**Person:** all school language arts teachers

**Activity:** Language Arts mapping and talking in k-6

**Mar 10, 2010:** All language arts teachers will follow the pacing/consensus maps and individual map units of instruction using the individual skeleton map as the framework

**Person:** all school language arts teachers

**Activity:** Language Arts mapping and talking in k-6

**Apr 10, 2010:** All language arts teachers will follow the pacing/consensus maps and individual map units of instruction using the individual skeleton map as the framework

**Person:** all school language arts teachers

**Activity:** Language Arts mapping and talking in k-6

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

**Person:** Melinda Albaugh

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

**May 1, 2010:** Collect Strategy Data

**Person:** Melinda Albaugh

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

**May 10, 2010:** All language arts teachers will follow the pacing/consensus maps and individual map units of instruction using the individual skeleton map as the framework

**Person:** all school language arts teachers

**Activity:** Language Arts mapping and talking in k-6

## Extended Learning Activities

**Aug 20, 2009:** Collect and count the number of teachers providing after school assistance

**Person:** Danita Logwood

**Activity:** Collect Data

**Oct 20, 2009:** The school will participate in the after school tutoring program by IPS and Title I

**Person:** Lisa Rittner

**Activity:** After School Tutoring Program

**Oct 20, 2009:** Offer staff stipends to participate in after school tutoring

**Person:** Marcia Johnson

**Activity:** Stipends

**Jan 21, 2010:** Collect and count the number of teachers providing after school assistance

**Person:** Danita Logwood

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

**May 21, 2010:** Collect and count the number of teachers providing after school assistance

**Person:** Danita Logwood

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

**May 29, 2010:** Acquire information about how many students are ready to promote and the percentage receiving after school tutoring

**Person:** Sharolyn Brackee

**Activity:** Student skills increased

## Focused Academic Area

**Jan 30, 2009:** Conduct a training focusing on the Comprehension Strategy: Note-Taking and Note-Making

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies

**Mar 30, 2009:** Conduct a training focusing on the Comprehension Strategy: Questioning

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies

**Aug 30, 2009:** Utilize Curriculum and Instruction materials (power Point) to review the 5533 District-Wide Strategies. Each month the principal will "focus" on one strategy in the Vocabulary and comprehension areas. Test taking strategies and writing strategies will

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies (Overview)

**Aug 30, 2009:** Conduct a training focusing on the Vocabulary Strategy: List, Group, Label.

**Person:** Melinda Albaugh

**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies

**Sep 30, 2009:** Utilize Curriculum and Instruction materials (power Point) to review the 5533 District-Wide Strategies. Each month the principal will "focus" on one strategy in the Vocabulary and comprehension areas. Test taking strategies and writing strategies will

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies (Overview)

**Sep 30, 2009:** Conduct a training focusing on the Vocabulary Strategy: Associations

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies

**Sep 30, 2009:** Conduct a training focusing on the Vocabulary Strategy: Concept Definition Map

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies

**Oct 30, 2009:** Utilize Curriculum and Instruction materials (power Point) to review the 5533 District-Wide Strategies. Each month the principal will "focus" on one strategy in the Vocabulary and comprehension areas. Test taking strategies and writing strategies will

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies (Overview)

**Nov 30, 2009:** Utilize Curriculum and Instruction materials (power Point) to review the 5533 District-Wide Strategies. Each month the principal will "focus" on one strategy in the Vocabulary and comprehension areas. Test taking strategies and writing strategies will

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies (Overview)

**Nov 30, 2009:** Conduct a training focusing on the Vocabulary Strategy: Quickwrite

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies

**Dec 1, 2009:** Collect strategy data

**Person:** Ms. Marcia Johnson

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

**Dec 18, 2009:** Conduct a training focusing on the Vocabulary Strategy: Enhancing Descriptive Writing Within the Content

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Vocabulary Strategies

**Dec 30, 2009:** Utilize Curriculum and Instruction materials (power Point) to review the 5533 District-Wide Strategies. Each month the principal will "focus" on one strategy in the Vocabulary and comprehension areas. Test taking strategies and writing strategies will

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies (Overview)

**Jan 30, 2010:** Utilize Curriculum and Instruction materials (power Point) to review the 5533 District-Wide Strategies. Each month the principal will "focus" on one strategy in the Vocabulary and comprehension areas. Test taking strategies and writing strategies will

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies (Overview)

**Jan 30, 2010:** Conduct a training focusing on the Comprehension Strategy: Making Thinking Visible

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies

**Mar 2, 2010:** Utilize Curriculum and Instruction materials (power Point) to review the 5533 District-Wide Strategies. Each month the principal will "focus" on one strategy in the Vocabulary and comprehension areas. Test taking strategies and writing strategies will

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies (Overview)

**Apr 2, 2010:** Utilize Curriculum and Instruction materials (power Point) to review the 5533 District-Wide Strategies. Each month the principal will "focus" on one strategy in the Vocabulary and comprehension areas. Test taking strategies and writing strategies will

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies (Overview)

**Apr 30, 2010:** Conduct a training focusing on the Comprehension Strategy: Summarizing

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies

**May 1, 2010:** Collect strategy data

**Person:** Marcia Johnson

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

**May 2, 2010:** Utilize Curriculum and Instruction materials (power Point) to review the 5533 District-Wide Strategies. Each month the principal will "focus" on one strategy in the Vocabulary and comprehension areas. Test taking strategies and writing strategies will

**Person:** Marcia Johnson

**Activity:** Staff Training on 5533 District-Wide Strategies (Overview)

**May 25, 2010:** Conduct a training focusing on the Comprehension Strategy: Discussion  
**Person:** Marcia Johnson  
**Activity:** Staff Training on 5533 District-Wide Strategies: Focus on Comprehension Strategies

## Focused Student Group

✓ **May 8, 2009:** collect strategy data  
**Person:** Susan Taylor  
**Activity:** Collect baseline data

**Aug 20, 2009:** A calendar of video viewing times will be provided to General Ed. Teachers  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers

**Aug 20, 2009:** Special Education teachers talking to teachers about best practices during STPT meetings  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers

**Aug 20, 2009:** special education teachers will be available to general education teachers for encouragement when they need it  
**Person:** Susan Taylor  
**Activity:** special education teachers will be available to general education teachers for encouragement when th

**Sep 10, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT

**Sep 17, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT

**Sep 20, 2009:** A calendar of video viewing times will be provided to General Ed. Teachers  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers

**Sep 20, 2009:** Special Education teachers talking to teachers about best practices during STPT meetings  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers

**Sep 20, 2009:** Teachers will fill out a survey noting the number of students in their class they have difficulty engaging and compile to find an overall percentage for the school and each class  
**Person:** Sharolyn Brackee  
**Activity:** Identify the % of students teachers have difficulty engaging.

**Sep 20, 2009:** special education teachers will be available to general education teachers for encouragement when they need it  
**Person:** Susan Taylor  
**Activity:** special education teachers will be available to general education teachers for encouragement when th

**Sep 24, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT

**Oct 1, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT

- Oct 8, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Oct 10, 2009:** Assign grade levels to video titles and staff mtg. dates on which they will share with the rest of the staff.  
**Person:** Sharolyn Brackee  
**Activity:** Each Grade Level will view a Title from Teaching and Dealing with Difficult Learners
- Oct 15, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Oct 20, 2009:** A calendar of video viewing times will be provided to General Ed. Teachers  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Oct 20, 2009:** Special Education teachers talking to teachers about best practices during STPT meetings  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Oct 20, 2009:** special education teachers will be available to general education teachers for encouragement when they need it  
**Person:** Susan Taylor  
**Activity:** special education teachers will be available to general education teachers for encouragement when th
- Oct 22, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Oct 29, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Nov 5, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Nov 12, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Nov 19, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Nov 20, 2009:** A calendar of video viewing times will be provided to General Ed. Teachers  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Nov 20, 2009:** Special Education teachers talking to teachers about best practices during STPT meetings  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Nov 20, 2009:** special education teachers will be available to general education teachers for encouragement when they need it  
**Person:** Susan Taylor  
**Activity:** special education teachers will be available to general education teachers for encouragement when th

**Nov 26, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings

**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

**Dec 1, 2009:** collect strategy data

**Person:** Sharolyn Brackee

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

**Dec 3, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings

**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

**Dec 10, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings

**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

**Dec 17, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings

**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

**Dec 20, 2009:** A calendar of video viewing times will be provided to General Ed. Teachers

**Person:** Susan Taylor

**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers

**Dec 20, 2009:** Special Education teachers talking to teachers about best practices during STPT meetings

**Person:** Susan Taylor

**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers

**Dec 20, 2009:** special education teachers will be available to general education teachers for encouragement when they need it

**Person:** Susan Taylor

**Activity:** special education teachers will be available to general education teachers for encouragement when th

**Dec 24, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings

**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

**Dec 31, 2009:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings

**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

**Jan 7, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings

**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

**Jan 14, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings

**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

**Jan 20, 2010:** A calendar of video viewing times will be provided to General Ed. Teachers

**Person:** Susan Taylor

**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers

- Jan 20, 2010:** Special Education teachers talking to teachers about best practices during STPT meetings  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Jan 20, 2010:** special education teachers will be available to general education teachers for encouragement when they need it  
**Person:** Susan Taylor  
**Activity:** special education teachers will be available to general education teachers for encouragement when th
- Jan 21, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Jan 28, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Feb 4, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Feb 10, 2010:** Teachers will fill out a survey noting the number of students in their class they have difficulty engaging and compile to find an overall percentage for the school and each class  
**Person:** Sharolyn Brackee  
**Activity:** Identify the % of students teachers have difficulty engaging.
- Feb 11, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Feb 18, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Feb 20, 2010:** A calendar of video viewing times will be provided to General Ed. Teachers  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Feb 20, 2010:** Special Education teachers talking to teachers about best practices during STPT meetings  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Feb 20, 2010:** special education teachers will be available to general education teachers for encouragement when they need it  
**Person:** Susan Taylor  
**Activity:** special education teachers will be available to general education teachers for encouragement when th
- Feb 25, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Mar 4, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT

- Mar 11, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Mar 18, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Mar 20, 2010:** A calendar of video viewing times will be provided to General Ed. Teachers  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Mar 20, 2010:** Special Education teachers talking to teachers about best practices during STPT meetings  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Mar 20, 2010:** special education teachers will be available to general education teachers for encouragement when they need it  
**Person:** Susan Taylor  
**Activity:** special education teachers will be available to general education teachers for encouragement when th
- Mar 25, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Apr 1, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Apr 8, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Apr 15, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Apr 20, 2010:** A calendar of video viewing times will be provided to General Ed. Teachers  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Apr 20, 2010:** Special Education teachers talking to teachers about best practices during STPT meetings  
**Person:** Susan Taylor  
**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers
- Apr 20, 2010:** special education teachers will be available to general education teachers for encouragement when they need it  
**Person:** Susan Taylor  
**Activity:** special education teachers will be available to general education teachers for encouragement when th
- Apr 22, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor  
**Activity:** Special Education Teachers during STPT
- Apr 29, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings  
**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

✓ **May 1, 2010:** collect strategy data

**Person:** Sharolyn Brackee

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

**May 6, 2010:** Sp. Ed. Teachers will share best practices strategies and video information with general ed teachers during weekly STPT meetings

**Person:** Susan Taylor

**Activity:** Special Education Teachers during STPT

**May 20, 2010:** A calendar of video viewing times will be provided to General Ed. Teachers

**Person:** Susan Taylor

**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers

**May 20, 2010:** Special Education teachers talking to teachers about best practices during STPT meetings

**Person:** Susan Taylor

**Activity:** A calendar of video viewing times will be provided to General Ed. Teachers

**May 20, 2010:** special education teachers will be available to general education teachers for encouragement when they need it

**Person:** Susan Taylor

**Activity:** special education teachers will be available to general education teachers for encouragement when th

## Parent Involvement

**May 1, 2009:** Collect Baseline Data for Strategy Data

**Person:** Daniel Kriech

**Activity:** Collect Baseline Data

**Aug 10, 2009:** first semester: Collect monthly parent liaison reports which includes monthly home visits, phone calls, workshop attendance and Title I staff member attendance.

**Person:** Daniel Kriech

**Activity:** first semester: Collect monthly parent liaison reports which includes monthly home visits, phone cal

**Aug 10, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room

**Person:** Daniel Kriech

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

**Aug 10, 2009:** Provide Parent Liaisons with materials, ideas, and instructions for work packets

**Person:** Daniel Kriech

**Activity:** Parent Workshops

**Aug 10, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:** Daniel Kriech

**Activity:** Title I Parent Liaison Meetings

**Aug 20, 2009:** First Semester: Collect monthly parent meeting and workshop evaluations

**Person:** Daniel Kriech

**Activity:** First Semester: Collect monthly parent meeting and workshop evaluations

**Aug 20, 2009:** Atten Parent Liaison Meeting with the Title I Facilitator

**Person:** Ms. Johnson

**Activity:** Parent Liaison Professional Development

**Aug 20, 2009:** Visit homes

**Person:** Victoria Sheppard

**Activity:** Parent Workshops

**Aug 20, 2009:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone calls, and workshop attendance and Title I staff person attendance.

**Person:** Daniel Kriech

**Activity:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone c

**Sep 10, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room

**Person:** Daniel Kriech

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

**Sep 10, 2009:** Provide Parent Liaisons with materials, ideas, and instructions for work packets

**Person:** Daniel Kriech

**Activity:** Parent Workshops

**Sep 10, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:** Daniel Kriech

**Activity:** Title I Parent Liaison Meetings

**Sep 20, 2009:** First Semester: Collect monthly parent meeting and workshop evaluations

**Person:** Daniel Kriech

**Activity:** First Semester: Collect monthly parent meeting and workshop evaluations

**Sep 20, 2009:** Atten Parent Liaison Meeting with the Title I Facilitator

**Person:** Ms. Johnson

**Activity:** Parent Liaison Professional Development

**Sep 20, 2009:** Visit homes

**Person:** Victoria Sheppard

**Activity:** Parent Workshops

**Sep 20, 2009:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone calls, and workshop attendance and Title I staff person attendance.

**Person:** Daniel Kriech

**Activity:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone c

**Oct 10, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room

**Person:** Daniel Kriech

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

**Oct 10, 2009:** Provide Parent Liaisons with materials, ideas, and instructions for work packets

**Person:** Daniel Kriech

**Activity:** Parent Workshops

**Oct 10, 2009:** Parent Liaison goes to all the meetings as scheduled

**Person:** Daniel Kriech

**Activity:** Title I Parent Liaison Meetings

**Oct 20, 2009:** First Semester: Collect monthly parent meeting and workshop evaluations

**Person:** Daniel Kriech

**Activity:** First Semester: Collect monthly parent meeting and workshop evaluations

**Oct 20, 2009:** Atten Parent Liaison Meeting with the Title I Facilitator

**Person:** Ms. Johnson

**Activity:** Parent Liaison Professional Development

**Oct 20, 2009:** Visit homes

**Person:** Victoria Sheppard

**Activity:** Parent Workshops

**Oct 20, 2009:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone calls, and workshop attendance and Title I staff person attendance.

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**Nov 10, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room  
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**Person:** Daniel Kriech  
**Activity:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone c

**Dec 1, 2009:** Collect end of first semester Data for Strategy Data  
**Person:** Daniel Kriech  
**Activity:** Collect end of first semester Data

**Dec 10, 2009:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room  
**Person:** Daniel Kriech  
**Activity:** Meeting place and time for parent workshops/meetings

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**Activity:** First Semester: Collect monthly parent meeting and workshop evaluations

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**Activity:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone c

**Jan 10, 2010:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room  
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**Activity:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone c

**Feb 10, 2010:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room  
**Person:** Daniel Kriech  
**Activity:** Meeting place and time for parent workshops/meetings

**Feb 10, 2010:** Provide Parent Liaisons with materials, ideas, and instructions for work packets  
**Person:** Daniel Kriech  
**Activity:** Parent Workshops

**Feb 10, 2010:** Parent Liaison goes to all the meetings as scheduled  
**Person:** Daniel Kriech  
**Activity:** Title I Parent Liaison Meetings

**Feb 20, 2010:** First Semester: Collect monthly parent meeting and workshop evaluations  
**Person:** Daniel Kriech  
**Activity:** First Semester: Collect monthly parent meeting and workshop evaluations

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**Person:** Ms. Johnson  
**Activity:** Parent Liaison Proffesional Development

**Feb 20, 2010:** Visit homes  
**Person:** Victoria Sheppard  
**Activity:** Parent Workshops

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**Person:** Daniel Kriech  
**Activity:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone c

**Mar 10, 2010:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room  
**Person:** Daniel Kriech  
**Activity:** Meeting place and time for parent workshops/meetings

- Mar 10, 2010:** Provide Parent Liaisons with materials, ideas, and instructions for work packets  
**Person:** Daniel Kriech  
**Activity:** Parent Workshops
- Mar 10, 2010:** Parent Liaison goes to all the meetings as scheduled  
**Person:** Daniel Kriech  
**Activity:** Title I Parent Liaison Meetings
- Mar 20, 2010:** First Semester: Collect monthly parent meeting and workshop evaluations  
**Person:** Daniel Kriech  
**Activity:** First Semester: Collect monthly parent meeting and workshop evaluations
- Mar 20, 2010:** Attend Parent Liaison Meeting with the Title I Facilitator  
**Person:** Ms. Johnson  
**Activity:** Parent Liaison Professional Development
- Mar 20, 2010:** Visit homes  
**Person:** Victoria Sheppard  
**Activity:** Parent Workshops
- Mar 20, 2010:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone calls, and workshop attendance and Title I staff person attendance.  
**Person:** Daniel Kriech  
**Activity:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone c
- Apr 10, 2010:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room  
**Person:** Daniel Kriech  
**Activity:** Meeting place and time for parent workshops/meetings
- Apr 10, 2010:** Provide Parent Liaisons with materials, ideas, and instructions for work packets  
**Person:** Daniel Kriech  
**Activity:** Parent Workshops
- Apr 10, 2010:** Parent Liaison goes to all the meetings as scheduled  
**Person:** Daniel Kriech  
**Activity:** Title I Parent Liaison Meetings
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**Person:** Daniel Kriech  
**Activity:** First Semester: Collect monthly parent meeting and workshop evaluations
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**Person:** Ms. Johnson  
**Activity:** Parent Liaison Professional Development
- Apr 20, 2010:** Visit homes  
**Person:** Victoria Sheppard  
**Activity:** Parent Workshops
- Apr 20, 2010:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone calls, and workshop attendance and Title I staff person attendance.  
**Person:** Daniel Kriech  
**Activity:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone c
- May 1, 2010:** Collect End of second semester Data for Strategy Data  
**Person:** Daniel Kriech  
**Activity:** End of second semester strategy data
- May 10, 2010:** Have a comfortable and inviting place to attend morning, afternoon, and evening sessions and have parent room  
**Person:** Daniel Kriech  
**Activity:** Meeting place and time for parent workshops/meetings

**May 10, 2010:** Provide Parent Liaisons with materials, ideas, and instructions for work packets

**Person:** Daniel Kriech

**Activity:** Parent Workshops

**May 10, 2010:** Parent Liaison goes to all the meetings as scheduled

**Person:** Daniel Kriech

**Activity:** Title I Parent Liaison Meetings

**May 20, 2010:** First Semester: Collect monthly parent meeting and workshop evaluations

**Person:** Daniel Kriech

**Activity:** First Semester: Collect monthly parent meeting and workshop evaluations

**May 20, 2010:** Attend Parent Liaison Meeting with the Title I Facilitator

**Person:** Ms. Johnson

**Activity:** Parent Liaison Professional Development

**May 20, 2010:** Visit homes

**Person:** Victoria Sheppard

**Activity:** Parent Workshops

**May 20, 2010:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone calls, and workshop attendance and Title I staff person attendance.

**Person:** Daniel Kriech

**Activity:** Second Semester: Collect Monthly parent liaison reports which includes monthly home visits, phone c

## Teacher Mentoring Program

**Apr 30, 2009:** Attend Professional Development session on Domain 4 -- Professional Responsibilities

**Person:** LiYen Johnson

**Activity:** Domain 4 -- Professional Responsibilities

**Sep 10, 2009:** Offer encouragement to share their ideas with others

**Person:** Tammy Laughner

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

**Sep 10, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures

**Person:** Marcia Johnson

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

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

**Person:** LiYen Johnson

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

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

**Person:** LiYen Johnson

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

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

**Person:** LiYen Johnson

**Activity:** Domain 2-- Classroom Management

**Oct 10, 2009:** Offer encouragement to share their ideas with others

**Person:** Tammy Laughner

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

**Oct 10, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures

**Person:** Marcia Johnson

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

**Oct 16, 2009:** Attend Professional Development session on Domain 2--Classroom Management  
**Person:** LiYen Johnson  
**Activity:** Domain 2-- Classroom Management

**Oct 22, 2009:** Attend Professional Development session on Domain 2--Classroom Management  
**Person:** LiYen Johnson  
**Activity:** Domain 2-- Classroom Management

**Oct 29, 2009:** Attend Professional Development session on Domain 2--Classroom Management  
**Person:** LiYen Johnson  
**Activity:** Domain 2-- Classroom Management

**Nov 6, 2009:** Teachers needing help with Instruction (Domain 3) will be identified during administrator and director walkthroughs.  
**Person:**  
**Activity:** Principal Walthrough Focus Domain 3 - Instruction

**Nov 10, 2009:** Offer encouragement to share their ideas with others  
**Person:** Tammy Laughner  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to

**Nov 10, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Marcia Johnson  
**Activity:** Targeted staff members who will not attend these sessions.

**Nov 13, 2009:** Attend Professional Development session on Domain 3 - Instruction  
**Person:** LiYen Johnson  
**Activity:** Domain 3-- Instruction

**Nov 20, 2009:** Attend Professional Development session on Domain 3 - Instruction  
**Person:** LiYen Johnson  
**Activity:** Domain 3-- Instruction

**Dec 1, 2009:** Collect strategy data  
**Person:** Marcia Johnson  
**Activity:** Collect first semester/trimester follow up data

**Dec 10, 2009:** Offer encouragement to share their ideas with others  
**Person:** Tammy Laughner  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to

**Dec 10, 2009:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Marcia Johnson  
**Activity:** Targeted staff members who will not attend these sessions.

**Dec 12, 2009:** Attend Professional Development session on Domain 3 - Instruction  
**Person:** LiYen Johnson  
**Activity:** Domain 3-- Instruction

**Jan 10, 2010:** Offer encouragement to share their ideas with others  
**Person:** Tammy Laughner  
**Activity:** Reluctant staff members who will not join colleagues in collaboration, discussion and reflection to

**Jan 10, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures  
**Person:** Marcia Johnson  
**Activity:** Targeted staff members who will not attend these sessions.

**Jan 15, 2010:** Attend Professional Development session on Domain 3 - Instruction  
**Person:** LiYen Johnson  
**Activity:** Domain 3-- Instruction

**Jan 22, 2010:** Teachers needing help with Planning and Preparation (Domain 1) will be identified during administrator and director walkthroughs.

**Person:**

**Activity:** Principal Walkthrough Focus Domain 1 - Planning and Preparation

**Feb 5, 2010:** Attend Professional Development session on Domain 1 -- Planning and Preparation

**Person:** LiYen Johnson

**Activity:** Domain 1 -- Planning and Preparation

**Feb 10, 2010:** Offer encouragement to share their ideas with others

**Person:** Tammy Laughner

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

**Feb 10, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures

**Person:** Marcia Johnson

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

**Feb 26, 2010:** Attend Professional Development session on Domain 1 -- Planning and Preparation

**Person:** LiYen Johnson

**Activity:** Domain 1 -- Planning and Preparation

**Mar 10, 2010:** Offer encouragement to share their ideas with others

**Person:** Tammy Laughner

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

**Mar 10, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures

**Person:** Marcia Johnson

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

**Mar 12, 2010:** Attend Professional Development session on Domain 1 -- Planning and Preparation

**Person:** LiYen Johnson

**Activity:** Domain 1 -- Planning and Preparation

**Mar 26, 2010:** Attend Professional Development session on Domain 1 -- Planning and Preparation

**Person:** LiYen Johnson

**Activity:** Domain 1 -- Planning and Preparation

**Apr 10, 2010:** Offer encouragement to share their ideas with others

**Person:** Tammy Laughner

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

**Apr 10, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures

**Person:** Marcia Johnson

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

**Apr 16, 2010:** Teachers needing help with Professional Responsibilities(Domain 4) will be identified during administrator and director walkthroughs.

**Person:**

**Activity:** Principal Walkthrough Focus Domain 4 - Professional Responsibilities

**May 1, 2010:** Collect strategy data

**Person:** Marcia Johnson

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

**May 10, 2010:** Offer encouragement to share their ideas with others

**Person:** Tammy Laughner

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

**May 10, 2010:** Administrator and/or Director will follow the IPS Progressive Discipline procedures

**Person:** Marcia Johnson

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

**May 14, 2010:** Attend Professional Development session on Domain 4 -- Professional Responsibilities

**Person:** LiYen Johnson

**Activity:** Domain 4 -- Professional Responsibilities

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

**Person:** LiYen Johnson

**Activity:** Domain 4 -- Professional Responsibilities

## **TESA - Phase IV**

**Jul 21, 2009:** Attend TESA awareness session

**Person:** New Administrators

**Activity:** TESA awareness session for new administrators

**Aug 5, 2009:** Attend TESA awareness session

**Person:** New Faculty

**Activity:** TESA awareness session for new faculty

**Sep 21, 2009:** attend TESA "Trainer of the Trainers" Workshop #1

**Person:** Ms. Johnson and 1 teacher

**Activity:** TESA "Trainer of the Trainers" Workshop #1

**Oct , 2009:** conduct TESA workshop #1

**Person:** Building Level TESA Trainer

**Activity:** TESA Building Level workshop #1

**Nov , 2009:** conduct TESA workshop #2

**Person:** Building Level TESA Trainer

**Activity:** TESA Building Level workshop #2

**Nov 2, 2009:** attend TESA "Trainer of the Trainers" Workshop #2

**Person:** Ms. Johnson and 1 teacher

**Activity:** TESA "Trainer of the Trainers" Workshop #2

**Jan , 2010:** conduct TESA workshop #3

**Person:** Building Level TESA Trainer

**Activity:** TESA Building Level workshop #3

**Jan 25, 2010:** attend TESA "Trainer of the Trainers" Workshop #3

**Person:** Ms. Johnson and 1 teacher

**Activity:** TESA "Trainer of the Trainers" Workshop #3

**Mar , 2010:** conduct TESA workshop #4

**Person:** Building Level TESA Trainer

**Activity:** TESA Building Level workshop #4

**Mar 8, 2010:** attend TESA "Trainer of the Trainers" Workshop #4

**Person:** Ms. Johnson and 1 teacher

**Activity:** TESA "Trainer of the Trainers" Workshop #4

**Apr 26, 2010:** attend TESA "Trainer of the Trainers" Workshop #5

**Person:** Ms. Johnson and 1 teacher

**Activity:** TESA "Trainer of the Trainers" Workshop #5

**May , 2010:** conduct TESA workshop #5

**Person:** Building Level TESA Trainer

**Activity:** TESA Building Level workshop #5

## Timely Additional Assistance

**May 10, 2009:** collect strategy data

**Person:** Hiawatha King

**Activity:** Collect baseline data

**Aug 30, 2009:** The principal will provide grade levels with a set time each day for intervention

**Person:** Marcia Johnson

**Activity:** Blocks of time for intervention

**Aug 30, 2009:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**Aug 30, 2009:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**Oct 4, 2009:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**Nov 1, 2009:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**Nov 29, 2009:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**Dec 4, 2009:** Collect strategy data

**Person:** Hiawatha King

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

**Jan 3, 2010:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**Jan 31, 2010:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**Mar 7, 2010:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**Apr 4, 2010:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**May 1, 2010:** Collect strategy data

**Person:** Hiawatha King

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

**May 2, 2010:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

**May 30, 2010:** Support teachers in charting dibels students and creating interventions to help students during set intervention times.

**Person:** Marcia Johnson

**Activity:** STPT time used to plan interventions

## Continuous Improvement Timeline

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