

School Improvement Plan - 2010-2011

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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
- Title I - School in Improvement
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

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

Strategy Chairs

- Colleen Bane
- Sharolyn Brackee
- Crystal Corwin-Howard
- Nicole Fama
- Ramona Guerin
- S Hansel
- Jeff Hendricks
- April Heslar
- Marcia Johnson
- Daniel Kriech
- Rodney Lett
- David Merica
- LARA MOWAT
- Erica Porter

- Victoria Sheppard
- Jennifer Sidebottom
- Marquesa Smith
- Kelly Snyder
- Lindsay Sparks

Community Council

-
- Melinda Albaugh - federal rep
- Chea Ballinger - Parent
- Lamar Betts - Youth Service Agency
- Doug Brown - Youth Service Agency
- Rev. Tony Clark - Youth Service Agency
- Kim Fingers - Youth Service Agency
- Sarah Green - Community
- Steven Haddis - Business
- LaTasha Leveringston - Community Member
- Union Savings Bank Rep: Charlene Fama - Community
- T.J. Ford Pacers Rep: Donna Porter - Community
- Darnae Scales - Church organization
- Claudia Taylor - Community
- Sonja Tuttle - Reading/Writing Coach
- Gaynelle West - Parent
- Sheryl Williams - Parent
- Venita Williams - Parents

Vision Statement

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

We believe all students deserve:

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 are 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. Students 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%

Academic Goals

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

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

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

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

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

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

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

All African American Students Tested - % Passing ISTEP Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57	60.5	64	42.6	49		54		59		64		

All African American Students Tested - % Passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	64.8	67	57.8	62		66		70		74		

All Free/reduced Lunch Students - % Passing ISTEP Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	60.8	63	48.8	54								

All Free/reduced Lunch Students - % Passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	63.5	66	62.3	67								

All Special Education Students Tested - % Passing ISTEP Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	45.5	48	20.6	29		37		44		50		100

All Special Education Students Tested - % Passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	61.3	64	44.1	50		55		60		64		100

All Students Tested - % Passing ISTEP Writing Process

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	63	67	43.3	49		54		59		63		100

All Students Tested - % Passing ISTEP ELA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57	64	67	50.3	55		59		64		68		100

All Students Tested - % passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	67.2	70	63.9	64		67		70		73		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

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

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

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

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

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

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

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

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

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

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

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

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

We are concerned that... Timely Additional Assistance

Required Areas of Concern

A. Parent Involvement

B. Educator Training

C. Outreach to Preschool Parent Involvement Programs

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

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

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

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Administrator Walkthrough

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

Impact Level: High Impact - Inside

Focus: General

Benchmark & End of Semester Assessments

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

Impact Level: High Impact - Inside

Focus: Specific

Cultural Competency

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

Impact Level: High Impact - Inside

Focus: General

Student Graduation Plan

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

Impact Level: High Impact - Outside

Focus: General

Teacher Expectations and Student Achievement (TESA)

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

Impact Level: High Impact - Inside

Focus: General

Timely Additional Assistance

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

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

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

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

Impact Level: High Impact - Outside

Focus: Specific

A. Parent Involvement: Parent Liaison - Home Visits

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

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Parent-in-Touch Day

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

Impact Level: High Impact - Outside

Focus: General

B. Educator Training for Parent Involvement

Teachers will participate in professional development opportunities designed to strengthen the manner in which educators reach out to parents and encourage parental involvement throughout the year. Arlington Woods School 99 will offer parent workshops that are facilitated by teachers. These workshops will focus on strategies parents can use to work with their children on literacy and numeracy skills. This will be evident through increased ISTEP and other assessment scores.

Impact Level: High Impact - Outside

Focus: General

C. Outreach to Preschool Parent Involvement Programs

The parent liaison will provide brochures and parent workshop information throughout the year to preschools in our area so that parents of prospective kindergarten students may participate. This collaboration will provide parents with the knowledge and skills necessary to help their child achieve success. Through the workshops, we will engage preschool parents in home literacy activities that they can do with their child.

Impact Level: High Impact - Outside

Focus: General

D. Curriculum Mapping

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

Impact Level: High Impact - Inside

Focus: General

E. Parent Information Resource Center Website

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

Impact Level: High Impact - Outside

Focus: General

F. Encourage Rigorous Curriculum: Curriculum Mapping

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

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Balanced Literacy Plan

Teachers will implement the district's balanced literacy plan during their reading block.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

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

Impact Level: High Impact - Inside

Focus: General

K. Attracting Highly Qualified Teachers

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

Impact Level: High Impact - Inside

Focus: General

L. Early Childhood Transition: Transition Team

As planned by the Transition Planning Team comprised of representatives of our school and area preschool programs, we will implement a jointly developed plan to help promote a smooth transition to Kindergarten. This collaboration will meet throughout the year with Head Start and other preschool programs and offer trainings for parents of transitioning students to ensure the students are prepared for entry into elementary school. This collaboration will set the foundation to ensure future success on the ISTEP as the students progress through school.

Impact Level: High Impact - Outside

Focus: Specific

M. Parent Notice - Assessment Results

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

Impact Level: High Impact - Inside

Focus: General

N. Parent Notice - School in Improvement

The school will verify that the IPS District has sent notice to all parents stating that the school is in "school improvement" and listing the specific responsibilities of the school, local education agency (LEA) and state education agency (SEA).

Impact Level: High Impact - Outside

Focus: Specific

O. Extended Learning Activities

The school will participate in the after school tutoring program provided through IPS Title I Supplemental Educational Services and/or by the individual schools.

Impact Level: High Impact - Outside

Focus: General

P. Teacher Mentoring Program

All teachers will participate in instructional mentoring provided by the district directors, principals and/or the instructional coaches throughout the school year.

Impact Level: High Impact - Outside

Focus: General

Q. School-Parent Involvement Policy

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

Impact Level: High Impact - Outside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

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

Impact Level: High Impact - Inside

Focus: General

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

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

Impact Level: High Impact - Inside

Focus: General

S. School-Parent Compact

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

Impact Level: High Impact - Outside

Focus: General

T. Annual Parent Meeting

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

Impact Level: High Impact - Outside

Focus: General

U. Focused Student Group: African-American Students

Teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for African-American students whose score indicates yellow grouping on DIBELS, SRI, Predictor Assessments, and Project Restore Math Tests. Teachers will schedule an additional 40-60 minutes invention/remediation time into their daily instructional time for students whose score indicates red grouping on DIBELS, SRI, Predictor Assessments, and Project Restore Math Tests throughout the school year.

Impact Level: High Impact - Inside

Focus: Specific

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

Students will receive extra help through training and advancement of most classroom teachers Sept.-May. Instruction will be differentiated based on the unique needs of individual students. Teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for students who qualify for free and reduced lunch whose score indicates yellow grouping on DIBELS, SRI, Predictor Assessments, and Project Restore Math Tests. Teachers will schedule an additional 40-60 minutes invention/remediation time into their daily instructional time for students whose score indicates red grouping on DIBELS, SRI, Predictor Assessments, and Project Restore Math Tests throughout the school year.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education Student Group

Special Education students will receive extra help through training and advancement of most classroom teachers Sept.-May. Students will also receive additional assistance from the Special Education teachers. General education teachers will schedule additional 30 minutes intervention/remediation time into their daily instructional time for Special Education students whose score indicates yellow grouping on DIBELS, SRI, Predictor Assessments, and Project Restore Math Tests. Teachers will schedule an additional 40-60 minutes invention/remediation time into their daily instructional time for students whose score indicates red grouping on DIBELS, SRI, Predictor Assessments, and Project Restore Math Tests throughout the school year.

Impact Level: High Impact - Inside

Focus: Specific

V. Peer Review for SIP

The school will send a copy of its School Improvement Plan to the IPS District Directors for a peer review. The directors will evaluate the quality of the plan and make suggestions for revision related to the NCLB statutory components as needed. The school will place a copy of the director's evaluation in the School Improvement Plan.

Impact Level: Low Impact

Focus: Specific

Strategy Data

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

Local Strategies

Timely Additional Assistance

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

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

Required Strategies

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

% of teachers who schedule additional 30 minutes intervention/remediation time into their daily instructional time for students who qualify for free and reduced lunch

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

To-Do List

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

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

Administrator Walkthrough

Aug 21, 2010: Weekly Administrator Walkthroughs **Person:** MARCIA JOHNSON
Aug 29, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** MARCIA JOHNSON
Sep 21, 2010: Weekly Administrator Walkthroughs **Person:** MARCIA JOHNSON
Sep 26, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** MARCIA JOHNSON
Oct 21, 2010: Weekly Administrator Walkthroughs **Person:** MARCIA JOHNSON
Oct 31, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** MARCIA JOHNSON
Nov 21, 2010: Weekly Administrator Walkthroughs **Person:** MARCIA JOHNSON
Nov 28, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** MARCIA JOHNSON
Dec 21, 2010: Weekly Administrator Walkthroughs **Person:** MARCIA JOHNSON
Dec 26, 2010: Weekly Administrator Walkthrough Follow-ups **Person:** MARCIA JOHNSON
Jan 21, 2011: Weekly Administrator Walkthroughs **Person:** MARCIA JOHNSON
Jan 30, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** MARCIA JOHNSON
Feb 21, 2011: Weekly Administrator Walkthroughs **Person:** MARCIA JOHNSON
Feb 27, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** MARCIA JOHNSON
Mar 21, 2011: Weekly Administrator Walkthroughs **Person:** MARCIA JOHNSON
Mar 27, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** MARCIA JOHNSON
Apr 21, 2011: Weekly Administrator Walkthroughs **Person:** MARCIA JOHNSON
Apr 29, 2011: Weekly Administrator Walkthrough Follow-ups **Person:** MARCIA JOHNSON

Benchmark & End of Semester Assessments

Jun 21, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks
Jun 21, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson
Jul 21, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks
Jul 21, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson
Aug 21, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks
Aug 21, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson
Aug 21, 2010: Identify non-mastered standards and indicators (b-weekly) **Person:** Teachers
Aug 21, 2010: Use diagnostic data to drive instruction **Person:** MARCIA JOHNSON
Sep , 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson
Sep 21, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks
Sep 21, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson
Sep 21, 2010: Identify non-mastered standards and indicators (b-weekly) **Person:** Teachers
Sep 21, 2010: Use diagnostic data to drive instruction **Person:** MARCIA JOHNSON
Oct , 2010: Develop Intervention activities of non-mastered indicators on Acuity/Benchmark #1 test results **Person:** Teachers
Oct 21, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks
Oct 21, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson
Oct 21, 2010: Identify non-mastered standards and indicators (b-weekly) **Person:** Teachers
Oct 21, 2010: Use diagnostic data to drive instruction **Person:** MARCIA JOHNSON

Nov 21, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks

Nov 21, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson

Nov 21, 2010: Identify non-mastered standards and indicators (b-weekly) **Person:** Teachers

Nov 21, 2010: Use diagnostic data to drive instruction **Person:** MARCIA JOHNSON

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

Dec 21, 2010: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks

Dec 21, 2010: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson

Dec 21, 2010: Identify non-mastered standards and indicators (b-weekly) **Person:** Teachers

Dec 21, 2010: Use diagnostic data to drive instruction **Person:** MARCIA JOHNSON

Jan , 2011: Make a resource binder of intervention activities used to address Acuity/Benchmark assessments **Person:** Lindsay Sparks

Jan 21, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks

Jan 21, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson

Jan 21, 2011: Identify non-mastered standards and indicators (b-weekly) **Person:** Teachers

Jan 21, 2011: Use diagnostic data to drive instruction **Person:** MARCIA JOHNSON

Feb 21, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks

Feb 21, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson

Feb 21, 2011: Identify non-mastered standards and indicators (b-weekly) **Person:** Teachers

Feb 21, 2011: Use diagnostic data to drive instruction **Person:** MARCIA JOHNSON

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

Mar 21, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks

Mar 21, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson

Mar 21, 2011: Identify non-mastered standards and indicators (b-weekly) **Person:** Teachers

Mar 21, 2011: Use diagnostic data to drive instruction **Person:** MARCIA JOHNSON

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

Apr 21, 2011: Collect SPTP/PLC minutes to document plans generated to move student achievement and monitor student growth
Person: Lindsay Sparks

Apr 21, 2011: Encourage all staff collaborate, share and participate in the STPT/PLC meetings **Person:** Marcia Johnson

Apr 21, 2011: Identify non-mastered standards and indicators (b-weekly) **Person:** Teachers

Apr 21, 2011: Use diagnostic data to drive instruction **Person:** MARCIA JOHNSON

May , 2011: Make a resource binder of intervention activities used to address Acuity/Benchmark assessments **Person:** Lindsay Sparks

Cultural Competency

, 0: 16. Incorporate The Historic Journey DVD Project as an example of standards- based lessons that are culturally relevant to students and can be infused into cross- curricular subject areas. **Person:** OME MARCIA JOHNSON

, 0: 17. EVALUATE IMPLEMENTATION OF CULTURALLY RESPONSIVE INSTRUCTION CURRICULUM THE HISTORIC JOURNEY PROJECT **Person:** MARCIA JOHNSON

, 0: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** MARCIA JOHNSON Teachers

, 0: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

, 0: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

May , 2010: DEVELOP A DISTRICT-WIDE SELF ASSESSMENT SYSTEM Develop an online administered and scored DISTRICT-wide Self-Assessment instrument / checklist of procedures. Assessments could include interviews, focus groups, surveys and inventories. **Person:** OME C & I IT

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

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

May 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

May 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

May 22, 2010: 16. Incorporate The Historic Journey DVD Project as an example of standards- based lessons that are culturally relevant to students and can be infused into cross- curricular subject areas. **Person:** OME MARCIA JOHNSON

May 22, 2010: 17. EVALUATE IMPLEMENTATION OF CULTURALLY RESPONSIVE INSTRUCTION CURRICULUM THE HISTORIC JOURNEY PROJECT **Person:** MARCIA JOHNSON

May 22, 2010: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** MARCIA JOHNSON Teachers

May 22, 2010: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Jun , 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

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

Jun 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Jun 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

Jun 22, 2010: 16. Incorporate The Historic Journey DVD Project as an example of standards- based lessons that are culturally relevant to students and can be infused into cross- curricular subject areas. **Person:** OME MARCIA JOHNSON

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Jun 22, 2010: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Jul 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Jul 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

Jul 22, 2010: 16. Incorporate The Historic Journey DVD Project as an example of standards- based lessons that are culturally relevant to students and can be infused into cross- curricular subject areas. **Person:** OME MARCIA JOHNSON

Jul 22, 2010: 17. EVALUATE IMPLEMENTATION OF CULTURALLY RESPONSIVE INSTRUCTION CURRICULUM THE HISTORIC JOURNEY PROJECT **Person:** MARCIA JOHNSON

Jul 22, 2010: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** MARCIA JOHNSON Teachers

Jul 22, 2010: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Aug , 2010: 13. PROVIDE SUPPORT TO IPS SCHOOLS UPON REQUEST Provide ongoing support and assistance to schools that request help in implementing district or school-wide plans, or who report resistance from staff members who are reluctant to implement school **Person:** NICOLE FAMA OME

Aug , 2010: 14. Incorporate instruction that values the ethnic heritage of students in the classroom and others who may differ from classmates. **Person:** TEACHERS

Aug , 2010: 16. Incorporate The Historic Journey DVD Project as an example of standards- based lessons that are culturally relevant to students and can be infused into cross- curricular subject areas. **Person:** OME MARCIA JOHNSON

Aug , 2010: 17. EVALUATE IMPLEMENTATION OF CULTURALLY RESPONSIVE INSTRUCTION CURRICULUM THE HISTORIC JOURNEY PROJECT **Person:** MARCIA JOHNSON

Aug , 2010: 18. Intentionally build, develop and sustain a SCHOOL-wide culture and climate that values all cultures, promotes and raises the awareness of culturally relevant practices while holding h **Person:** MARCIA JOHNSON

Aug , 2010: 19. Principals will serve as transformational instructional leaders to empower teachers to create and/or develop a culturally relevant learning environment that produces improved student achievement **Person:** MARCIA JOHNSON

Aug , 2010: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** MARCIA JOHNSON Teachers

Aug , 2010: 23. USE TESA STRATEGIES AS A WAY TO INFUSE CULTURALLY RELEVANT AND ENGAGING PRACTICES IN INSTRUCTION **Person:** MARCIA JOHNSON Teachers

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

Aug , 2010: 27. Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of Cadre meetings. **Person:** Marcia Johnson

Aug , 2010: 29. GRADE 4 â VISIT THE CRISPUS ATTUCKS MUSEUM Grade 4 - As per district mandate, grade 4 teachers should schedule a guided tour of the Crispus Attucks Museum **Person:** Marcia Johnson

Aug , 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Aug , 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Aug , 2010: CONDUCT A DISTRICT-WIDE PRE/POST CULTURAL COMPETENCY SELF ASSESSMENT Conduct an online administered and scored pre- and post- district-wide self-assessment/checklist to evaluate progress in delivering a culturally relevant and engage **Person:** OME C & I

Aug , 2010: IDENTIFY AND IMPLEMENT EFFECTIVE COMMUNICATION / RELATIONSHIP BUILDING STRATEGIES WITH PARENTS AND STUDENTS **Person:** MARCIA JOHNSON Teachers

Aug 2, 2010: BUILD AWARENESS OF ADMINISTRATORS Present relevant initial information to administrators at the Superintendent's retreat. **Person:** OME C & I

Aug 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Aug 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

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Aug 22, 2010: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Sep , 2010: . PROVIDE TRAINING IN THE USE OF THE DISTRICT-WIDE SELF ASSESSMENT SYSTEM Provide training on how to evaluate status, accept feedback and monitor progress in creating and sustaining a culturally relevant and engaging learning environment **Person:** OME

Sep , 2010: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Sep , 2010: 34. PARTICIPATE IN THE MEDIA OFFERINGS (TV PROGRAMMING) TO BECOME INFORMED ABOUT CULTURAL COMPETENCY. **Person:** Marcia Johnson

Sep , 2010: Attend a workshop presentation on the Historic Journey DVD Project lessons **Person:** MARCIA JOHNSON

Sep , 2010: Staff members will attend a workshop to Learn how to take the IDI results for both their individual profile and the group profile results to improve instruction in the classroom. **Person:** OME MARCIA JOHNSON

Sep 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Sep 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

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Sep 22, 2010: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Sep 28, 2010: 26. SELECT DIVERSITY CADRE MEMBERS SELECTED FROM BUILDING TO ATTEND CADRE MEETINGS FOR PROFESSIONAL DEVELOPMENT **Person:** Marcia Johnson Teachers

Oct , 2010: 35. Create a Community Council composed of community leaders/ residents and meet to receive information, and provide input and support for district initiative related to cultural competency and multicultural events **Person:** Marcia Johnson Parent Liaison Teachers

Oct , 2010: 36. CREATE A YOUTH COUNCIL Create a Youth Council of students and meet to hear their input and to provide them with relevant information related to culture and history. **Person:** Marcia Johnson

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

Oct 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Oct 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

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Oct 22, 2010: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Nov 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Nov 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

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Nov 22, 2010: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Dec , 2010: 20. Develop a SCHOOL-wide Cultural Competency Action Plan (S-CCAP) based on goals to infuse culturally relevant components as an integral part of the School Improvement Plan. This sho **Person:** MARCIA JOHNSON Teachers

Dec 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Dec 20, 2010: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

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Dec 22, 2010: 17. EVALUATE IMPLEMENTATION OF CULTURALLY RESPONSIVE INSTRUCTION CURRICULUM THE HISTORIC JOURNEY PROJECT **Person:** MARCIA JOHNSON

Dec 22, 2010: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** MARCIA JOHNSON Teachers

Dec 22, 2010: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Jan 14, 2011: 31. PARTICIPATE BY VIEWING THE MLK COMMEMORATION TELEVISED PROGRAM **Person:** Marcia Johnson

Jan 20, 2011: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Jan 20, 2011: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

Jan 22, 2011: 16. Incorporate The Historic Journey DVD Project as an example of standards- based lessons that are culturally relevant to students and can be infused into cross- curricular subject areas. **Person:** OME MARCIA JOHNSON

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Jan 22, 2011: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Feb 5, 2011: 32. SELECT REPRESENTATIVES TO ATTEND YOUTH SUMMIT Participate in scheduled activities presented by the Office of Multicultural Education and CAM February - Youth Summit **Person:** Marcia Johnson Students

Feb 20, 2011: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Feb 20, 2011: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

Feb 22, 2011: 16. Incorporate The Historic Journey DVD Project as an example of standards- based lessons that are culturally relevant to students and can be infused into cross- curricular subject areas. **Person:** OME MARCIA JOHNSON

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Feb 22, 2011: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** MARCIA JOHNSON Teachers

Feb 22, 2011: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Mar , 2011: USE CULTURALLY COMPETENCY WEBSITE / TOOLKIT Use this website that provides a Cultural Competency Tool Kit with Resources, Teaching Strategies, Information and other materials related to establishing and maintaining a culturally relevant and eng **Person:** NICOLE FAMA

Mar 20, 2011: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Mar 20, 2011: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

Mar 22, 2011: 16. Incorporate The Historic Journey DVD Project as an example of standards- based lessons that are culturally relevant to students and can be infused into cross- curricular subject areas. **Person:** OME MARCIA JOHNSON

Mar 22, 2011: 17. EVALUATE IMPLEMENTATION OF CULTURALLY RESPONSIVE INSTRUCTION CURRICULUM THE HISTORIC JOURNEY PROJECT **Person:** MARCIA JOHNSON

Mar 22, 2011: 22. Use (based on disaggregated data â cross tabulated by grade, race and gender) culturally relevant strategies that specifically target low and underperforming students in order to **Person:** MARCIA JOHNSON Teachers

Mar 22, 2011: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

Apr , 2011: 28. REPRESENTATIVES ATTEND IPS MULTICLUTURAL INFUSION CONFERENCE **Person:** Marcia Johnson.

Apr 20, 2011: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE Intentionally build, develop and sustain a district-wide culture and climate that values all cultures, promotes and raises the awareness **Person:**

Apr 20, 2011: BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE **Person:** Office of Multicultural Education

Apr 22, 2011: 16. Incorporate The Historic Journey DVD Project as an example of standards- based lessons that are culturally relevant to students and can be infused into cross- curricular subject areas. **Person:** OME MARCIA JOHNSON

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Apr 22, 2011: 25. Teachers hold monthly study circles as a part of grade level or department meetings to read and discuss books and other materials related to building culturally proficiency. **Person:** Marcia Johnson Teachers

May , 2011: 33. Prepare an exhibit with artifacts related to multicultural education and participate in scheduled activities at the IPS Multicultural Festival **Person:** Marcia Johnson

May 5, 2011: GRADES 5/6 â VISIT CROWN HILL Participate in scheduled activities presented by the Office of Multicultural Education. Grade 5/6 â Visit Crown Hill for Civil War Program **Person:** Marcia Johnson

Early Childhood Transition

Aug , 2010: Transition team will meet with preschool programs to develop a plan to provide a smooth transition into kindergarten
Person: Parent Liaison

Educator Training for Parent Involvement

Sep , 2010: Teachers will participate in workshops where they will receive information that can be passed on to parents that will help children with literacy and numeracy skills **Person:** Marcia Johnson

Encourage Rigorous Curriculum

May 21, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

May 21, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

May 21, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

May 21, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

May 21, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

Jun 21, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Jun 21, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Jun 21, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Jun 21, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Jun 21, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

Jul 21, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Jul 21, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Jul 21, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Jul 21, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Jul 21, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

Aug 21, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Aug 21, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Aug 21, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Aug 21, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Aug 21, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

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

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

Sep , 2010: Visual Arts Curriculum Map Training **Person:** Visual Arts Teachers

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

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

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

Sep 21, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Sep 21, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Sep 21, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Sep 21, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Sep 21, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

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

Oct 21, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Oct 21, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Oct 21, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Oct 21, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Oct 21, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

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

Nov 21, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Nov 21, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Nov 21, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Nov 21, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Nov 21, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

Dec 21, 2010: Content Area Curriculum Map Workshops **Person:** Selected Teachers

Dec 21, 2010: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Dec 21, 2010: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Dec 21, 2010: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Dec 21, 2010: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

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

Jan 21, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Jan 21, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Jan 21, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Jan 21, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

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

Feb 21, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Feb 21, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Feb 21, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Feb 21, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

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

Mar 21, 2011: Receive Rubicon Atlas Usage Report Submission (for teachers using the system) **Person:** Marcia Johnson

Mar 21, 2011: Voluntary Mapping Workshops **Person:** Volunteer Teachers

Mar 21, 2011: Weekly Curriculum Map Submission (required for L.A., math, vocal music, visual arts, social studies, world languages, and P.E. teachers) **Person:** Marcia Johnson

Mar 21, 2011: Weekly Lesson Plan Monitoring (for teachers using the system) **Person:** Marcia Johnson

Extended Learning Activities

Sep , 2010: Distribute information to students regarding supplemental educational services **Person:** Marcia Johnson

Focused Academic Area

Jan 11, 2010: Attend English / Language Arts Workshop 2 **Person:** Grade 5 Literacy Teachers
Jan 18, 2010: Attend English / Language Arts Workshop 2 **Person:** Grade 4 Literacy Teachers
Jan 19, 2010: Attend English / Language Arts Workshop 2 **Person:** Grade 4 Literacy Teachers
Jul , 2010: Attend Initial Balanced Literacy training **Person:** Teachers
Jul , 2010: Visit a Balance Literacy model classroom. **Person:** Teachers
Jul 13, 2010: Plan Balanced Literacy Reading and Writing Workshop **Person:** Teachers
Aug 1, 2010: Implement the Balanced Literacy Plan **Person:** Teachers
Sep 1, 2010: Observe (formally and informally) the Balanced Literacy Plan **Person:** Marcia Johnson
Sep 1, 2010: Observe implementation of the Balanced Literacy Plan **Person:** Marcia Johnson/ Strategy Chair
Sep 13, 2010: Attend English / Language Arts Workshop 1 **Person:** Grade 6 Literacy Teachers
Sep 14, 2010: Attend English / Language Arts Workshop 1 **Person:** Grade 6 Literacy Teachers
Sep 20, 2010: Attend English / Language Arts Workshop 1 **Person:** Grade 5 Literacy Teachers
Sep 21, 2010: Attend English / Language Arts Workshop 1 **Person:** Grade 5 Literacy Teachers
Oct 1, 2010: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach or Differentiated Accountability Coach
Oct 1, 2010: Observe (formally and informally) the Balanced Literacy Plan **Person:** Marcia Johnson
Oct 4, 2010: Attend English / Language Arts Workshop 1 **Person:** Grade 4 Literacy Teachers
Oct 5, 2010: Attend English / Language Arts Workshop 1 **Person:** Grade 4 Literacy Teachers
Nov 1, 2010: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach or Differentiated Accountability Coach
Nov 1, 2010: Observe (formally and informally) the Balanced Literacy Plan **Person:** Marcia Johnson
Dec , 2010: Implement intervention plans for teachers needing additional professional development. **Person:** Marcia Johnson
Dec 1, 2010: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach or Differentiated Accountability Coach
Dec 1, 2010: Observe (formally and informally) the Balanced Literacy Plan **Person:** Marcia Johnson
Jan 1, 2011: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach or Differentiated Accountability Coach
Jan 1, 2011: Observe (formally and informally) the Balanced Literacy Plan **Person:** Marcia Johnson
Jan 4, 2011: Attend English / Language Arts Workshop 2 **Person:** Grade 6 Literacy Teachers
Jan 5, 2011: Attend English / Language Arts Workshop 2 **Person:** Grade 6 Literacy Teachers
Jan 10, 2011: Attend English / Language Arts Workshop 2 **Person:** Grade 5 Literacy Teachers
Feb 1, 2011: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach or Differentiated Accountability Coach
Feb 1, 2011: Observe (formally and informally) the Balanced Literacy Plan **Person:** Marcia Johnson
Mar 1, 2011: Implement assistance plans for teachers needing additional help **Person:** Literacy Coach or Differentiated Accountability Coach
Mar 1, 2011: Observe (formally and informally) the Balanced Literacy Plan **Person:** Marcia Johnson

Focused Student Group

Apr 1, 2010: Collect baseline data: % of teachers who schedule additional 30 minutes intervention/remediation time into their daily instructional time for students who qualify for free and reduced lunch **Person:** Susan Taylor
Aug 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** April Heslar
Aug 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Kelly Snyder
Aug 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor
Aug 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson
Aug 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson
Aug 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson
Sep 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** April Heslar

Sep 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Kelly Snyder

Sep 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor

Sep 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Sep 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Sep 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Oct , 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor

Oct , 2010: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities. **Person:** Teachers

Oct , 2010: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities. **Person:** Teachers

Oct , 2010: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities. **Person:** Teachers

Oct 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** April Heslar

Oct 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Kelly Snyder

Oct 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor

Oct 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Oct 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Oct 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Nov , 2010: Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers

Nov , 2010: Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers

Nov , 2010: Review elementary, middle and high school diagnostic test (Acuity 2 and 4) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers

Nov 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** April Heslar

Nov 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Kelly Snyder

Nov 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor

Nov 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Nov 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Nov 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Nov 30, 2010: Collect fall data: % of teachers who schedule additional 30 minutes intervention/remediation time into their daily instructional time for students who qualify for free and reduced lunch **Person:** Susan Taylor

Dec 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** April Heslar

Dec 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Kelly Snyder

Dec 22, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor

Dec 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

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Dec 22, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

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

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

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Jan 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** April Heslar

Jan 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Kelly Snyder

Jan 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor

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Feb 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** April Heslar

Feb 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Kelly Snyder

Feb 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor

Feb 22, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

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Feb 22, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Mar , 2011: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers

Mar , 2011: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers

Mar , 2011: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers

Mar 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** April Heslar

Mar 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Kelly Snyder

Mar 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor

Mar 22, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Mar 22, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Mar 22, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Apr 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** April Heslar

Apr 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Kelly Snyder

Apr 22, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Susan Taylor

Apr 22, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Apr 22, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Apr 22, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

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

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

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

Jun 30, 2011: Collect spring data: % of teachers who schedule additional 30 minutes intervention/remediation time into their daily instructional time for students who qualify for free and reduced lunch **Person:** Susan Taylor

Outreach to Preschool Parent Involvement Programs

Aug , 2010: The parent liaison will provide brochures and parent workshop information throughout the year to preschools in our area so that parents of prospective kindergarten students may participate. **Person:** Parent Liaison

Parent Involvement

Jun 22, 2010: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON

Jul 22, 2010: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON

Aug , 2010: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON

Aug 22, 2010: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON

Sep 22, 2010: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON

Oct 22, 2010: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON
Nov 22, 2010: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON
Dec 22, 2010: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON
Jan 22, 2011: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON
Feb 22, 2011: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON
Mar 22, 2011: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON
Apr 22, 2011: CONDUCT 10 HOME VISITS PER MONTH **Person:** PARENT LIAISON

Peer Review for SIP

Apr , 2011: The school will send a copy of the SIP to the director for review **Person:** Erica Porter

Student Graduation Plan

Sep , 2010: Graduation Plan: Grade 6 Training **Person:** Rodney Lett
Sep 21, 2010: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** RODNEY LETT
Oct , 2010: Graduation Plan à 6th Grade Student Introduction **Person:** RODNEY LETT
Oct 21, 2010: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** RODNEY LETT
Nov , 2010: Learning Styles Inventory (6th grade) **Person:** RODNEY LETT
Nov 21, 2010: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** RODNEY LETT
Dec , 2010: Career Interest Inventory (6th grade) **Person:** RODNEY LETT
Dec , 2010: Graduation Plan à Online Activity Checklist Completion **Person:** RODNEY LETT
Dec , 2010: Graduation Plan: Parent-Student Meetings (6th grade) **Person:** RODNEY LETT
Dec 21, 2010: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** RODNEY LETT
Jan , 2011: 21st Century Scholars Application (grades 6-8) **Person:** RODNEY LETT
Jan , 2011: 6th Grade Parent Contact: Parents who did not attend the Graduation Plan meetings. **Person:** RODNEY LETT
Jan 21, 2011: Student Success Mini-Magazine Activity Completion (grades 6-12) **Person:** RODNEY LETT
Mar , 2011: Parent Contacts: Students who have not applied for the 21st Century Scholars Program. **Person:** RODNEY LETT
Mar , 2011: Principal Discussion with Social Worker not engaging in Graduation Plan activities **Person:** MARCIA JOHNSON
Mar , 2011: Student Meetings: Graduation Plan Discussions **Person:** RODNEY LETT
Apr , 2011: Graduation Plan: Student Completion **Person:** RODNEY LETT

Teacher Expectations and Student Achievement (TESA)

Feb , 2010: TESA Strategy Chair Meeting 2 **Person:** Victoria Hansell
Aug , 2010: Administrator Observation **Person:** MARCIA JOHNSON
Aug , 2010: TESA à Peer Observation Review à Workshop 1 **Person:** Victoria Hansell
Aug , 2010: TESA Building Level Training à Awareness **Person:** Victoria Hansell
Aug , 2010: TESA Building Level Training à Workshop 1 **Person:** Victoria Hansell
Aug , 2010: TESA Strategy Chair Meeting 1 **Person:** Victoria Hansell
Sep , 2010: TESA à Peer Observation Review à Workshop 1 **Person:** Victoria Hansell
Sep , 2010: TESA Building Level Training à Workshop 2 **Person:** Victoria Hansell
Oct , 2010: TESA à Peer Observation Review à Workshop 1 **Person:** Victoria Hansell
Oct , 2010: TESA Building Level Training à Workshop 3 **Person:** Victoria Hansell
Nov , 2010: TESA à Peer Observation Review à Workshop 1 **Person:** Victoria Hansell
Nov , 2010: TESA Building Level Training à Workshop 4 **Person:** Victoria Hansell
Dec , 2010: TESA à Peer Observation Review à Workshop 1 **Person:** Victoria Hansell
Dec , 2010: TESA Building Level Training à Workshop 5 **Person:** Victoria Hansell

Teacher Mentoring Program

Jun 21, 2010: IPS Progressive Discipline à Teachers not engaged in mentoring **Person:** MARCIA JOHNSON
Jun 21, 2010: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON
Jul 21, 2010: IPS Progressive Discipline à Teachers not engaged in mentoring **Person:** MARCIA JOHNSON
Jul 21, 2010: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON
Aug 18, 2010: Administrator Training - Teacher Evaluation System **Person:** MARCIA JOHNSON
Aug 21, 2010: IPS Progressive Discipline à Teachers not engaged in mentoring **Person:** MARCIA JOHNSON
Aug 21, 2010: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Sep , 2010: IPS Progressive Discipline â Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Sep , 2010: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Sep , 2010: Teacher Mentoring Workshop â Domain 2, Session 1 (Managing Student Behaviors Workshop **Person:** Strategy Chair

Sep , 2010: Teacher Training â Teacher Evaluation System **Person:** MARCIA JOHNSON

Sep 15, 2010: Teacher Training â Teacher Evaluation System **Person:** Strategy Chair

Sep 21, 2010: IPS Progressive Discipline â Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Sep 21, 2010: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Oct , 2010: Identification of Teachers Needing Extra Help in Domain 3 (Instructional Strategies) **Person:** Marcia Johnson

Oct , 2010: Teacher Mentoring Workshop - Domain 2, Session 2 (Managing Classroom Procedures / Establishing a Culture of Learning) **Person:** Strategy Chair

Oct 21, 2010: IPS Progressive Discipline â Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Oct 21, 2010: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Nov , 2010: Teacher Mentoring Workshop - Domain 2, Session 3 (Creating an Environment of Respect and Rapport / Organizing Physical Space) **Person:** Strategy Chair

Nov , 2010: Teacher Mentoring Workshop - Domain 3, Session 1 (Student Engagement) **Person:** Strategy Chair

Nov , 2010: Teacher Mentoring Workshop - Domain 3, Session 3 (Communicating with Students / Demonstrating Flexibility and Responsiveness) **Person:** Strategy Chair

Nov , 2010: Teacher Mentoring Workshop - Domain 4 (Professional Responsibilities) **Person:** Strategy Chair

Nov 21, 2010: IPS Progressive Discipline â Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Nov 21, 2010: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Dec , 2010: Identification of Teachers Needing Extra Help in Domain 4 (Professional Responsibilities) **Person:** Marcia Johnson

Dec 21, 2010: IPS Progressive Discipline â Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Dec 21, 2010: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Jan , 2011: Teacher Mentoring Workshop - Domain 3, Session 2 (Using Assessment in Instruction / Using Questioning and Discussion Techniques) **Person:** Strategy Chair

Jan 21, 2011: IPS Progressive Discipline â Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Jan 21, 2011: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Feb 21, 2011: IPS Progressive Discipline â Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Feb 21, 2011: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Mar 21, 2011: IPS Progressive Discipline â Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Mar 21, 2011: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Apr 21, 2011: IPS Progressive Discipline â Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Apr 21, 2011: Teacher discussions: Teachers not engaged in mentoring **Person:** MARCIA JOHNSON

Timely Additional Assistance

Apr 1, 2010: Collect baseline data: % of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data War **Person:**

Jun 21, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Jun 21, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Jun 21, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Jul 21, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Jul 21, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Jul 21, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Aug , 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Aug 21, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Aug 21, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Aug 21, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Sep , 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Sep 21, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Sep 21, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Sep 21, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Oct , 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Oct , 2010: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers

Oct 21, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Oct 21, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Oct 21, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

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Nov 21, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Nov 21, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Nov 30, 2010: Collect fall data: % of teachers who provide 30-60 minutes of individualized instruction for students whose DIBELS, SRI, Benchmark assessment, and/or End-of-Semster assessment scores place them in the "yellow group" or "red group" on the IPS Data Warehou **Person:**

Dec 21, 2010: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Dec 21, 2010: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Dec 21, 2010: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

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

Jan 21, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Jan 21, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Jan 21, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Feb 21, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Feb 21, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Feb 21, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Mar , 2011: Review elementary, middle and high school diagnostic test (Acuity 1 and 3) in an STPT or PLC meeting and develop intervention activities **Person:** Teachers

Mar 21, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Mar 21, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Mar 21, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

Apr 21, 2011: Develop sponge or bell-ringers bi-weekly for non-mastered standards **Person:** Teachers

Apr 21, 2011: Maintain a Remediation Plan binder that includes minutes of all STPT or PLC meetings and activities developed for non-mastered indicators. **Person:** Erica Porter

Apr 21, 2011: Principal will actively engage non-participating teachers at STPT or PLC meetings. **Person:** Marcia Johnson

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

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

Professional Development Summary

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

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

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

Administrator Walkthrough

Weekly Administrator Walkthrough Follow-ups

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

Intended Participants: Teachers

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

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: N/A

Does this activity occur during the school day? Yes

Benchmark & End of Semester Assessments

Use diagnostic data to drive instruction

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

Intended Participants: Teachers

Dates: Aug 21, 2010; Sep 21, 2010; Oct 21, 2010; Nov 21, 2010; Dec 21, 2010; Jan 21, 2011; Feb 21, 2011; Mar 21, 2011; Apr 21, 2011

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? No

Cultural Competency

. PROVIDE TRAINING IN THE USE OF THE DISTRICT-WIDE SELF ASSESSMENT SYSTEM P

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

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 0, 2010

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

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? No

25. Teachers hold monthly study circles as a part of grade level or department me

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

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 0, 2010; ; May 22, 2010; Jun 22, 2010; Jul 22, 2010; Aug 22, 2010; Sep 22, 2010; Oct 22, 2010; Nov 22, 2010; Dec 22, 2010; Jan 22, 2011; Feb 22, 2011; Mar 22, 2011; Apr 22, 2011

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

Activity Format: Study Group

Funding: N/A

Does this activity occur during the school day? Yes

26. SELECT DIVERSITY CADRE MEMBERS SELECTED FROM BUILDING TO

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

Intended Participants: Teachers, Administrators

Date: Sep 28, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Other

Funding: N/A

Does this activity occur during the school day? Yes

27. Fifteen (15) minutes of staff meetings Cadre Team Members will present highlights of

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

Intended Participants: Teachers, Administrators

Date: Aug 0, 2010

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

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? No

28. REPRESENTATIVES ATTEND IPS MULTICLUTURAL INFUSION CONFERENCE

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

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 0, 2011

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

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

Funding: N/A

Does this activity occur during the school day? No

29. GRADE 4 â VISIT THE CRISPUS ATTUCKS MUSEUM Grade 4 - As per district mandat

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

Intended Participants: Teachers, Students

Date: Aug 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: SCHOOL BUDGETS

Does this activity occur during the school day? Yes

31. PARTICIPATE BY VIEWING THE MLK COMMEMORATION TELEVISED PROGRAM

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

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

Date: Jan 14, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? Yes

32. SELECT REPRESENTATIVES TO ATTEND YOUTH SUMMIT Participate in scheduled activities pres

Brief Description: Participants will learn information relevant to diversity and connect past history to the aspirations of todayâs students.

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

Date: Feb 5, 2011

Activity Purpose: Information

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

Funding: N/A

Does this activity occur during the school day? Yes

34. PARTICIPATE IN THE MEDIA OFFERINGS (TV PROGRAMMING) TO BEC

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

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

Date: Sep 0, 2010

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

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? Yes

35. Create a Community Council composed of community leaders/ residents and meet

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

Intended Participants: Administrators, Parents, Community Members

Date: Oct 0, 2010

Activity Purpose: Information, Feedback/Support

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

Funding: N/A

Does this activity occur during the school day? No

36. CREATE A YOUTH COUNCIL Create a Youth Council of students and meet to hear their input and to p

Brief Description: Participants will learn information relevant to cultural competency and its impact in supporting student learning and how it impacts academic achievement. They will also learn democratic practices to help them voice their opinions, concerns and solutions related to improving their academic achievement

Intended Participants: Teachers, Administrators, Students

Date: Oct 0, 2010

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

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

Attend a workshop presentation on the Historic Journey DVD Project lessons

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

Intended Participants: Teachers, Administrators

Date: Sep 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: OME

Does this activity occur during the school day? Yes

BUILD AWARENESS OF ADMINISTRATORS Present relevant initial information to administrators

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

Intended Participants: Administrators

Date: Aug 2, 2010

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

Activity Format: Presentation, Collaborative Problem Solving, Action Research

Funding: N/A

Does this activity occur during the school day? No

BUILD CAPACITY TO REFLECT A DISTRICT THAT VALUES CULTURAL COMPETENCE

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

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

Dates: Jun 0, 2010; ; May 20, 2010; Jun 20, 2010; Jul 20, 2010; Aug 20, 2010; Sep 20, 2010; Oct 20, 2010; Nov 20, 2010; Dec 20, 2010; Jan 20, 2011; Feb 20, 2011; Mar 20, 2011; Apr 20, 2011

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

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

Funding: N/A

Does this activity occur during the school day? Yes

GRADES 5/6 à VISIT CROWN HILL Participate in scheduled activities presented by

Brief Description: Participants will learn about the lives of many brave soldiers and generals who took part in the Civil War, and of the politicians, journalists, and even household servants whose lives influenced and were influenced by our country's great conflict.

Intended Participants: Teachers, Students

Date: May 5, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Reflective Writing

Funding: SCHOOL BUDGETS

Does this activity occur during the school day? Yes

Staff members will attend a workshop to Learn how to take the IDI results for both

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

Intended Participants: Teachers, Administrators

Date: Sep 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? No

Student Graduation Plan

Graduation Plan: Grade 6 Training

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

Intended Participants: Counselors

Date: Sep 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Teacher Expectations and Student Achievement (TESA)

Administrator Observation

Brief Description: Teachers will be observed by an administrator who will provide feedback on the TESA interactions. TESA Building Level Training â Workshop 2 New faculty members and faculty members as designated by the administrator will attend a training session on TESA. Workshop 2 TESA â Peer Observation Review â Workshop 1 Teachers participating in the TESA workshops will partner with another teacher In classroom observations and feedback. TESA â Peer Observation Review â Workshop 1 Teachers participating in the TESA workshops will partner with another teacher In classroom observations and feedback.

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: N/A

Does this activity occur during the school day? Yes

TESA â Peer Observation Review â Workshop 1

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

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: N/A

Does this activity occur during the school day? Yes

TESA â Peer Observation Review â Workshop 1

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

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: N/A

Does this activity occur during the school day? Yes

TESA â Peer Observation Review â Workshop 1

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

Intended Participants:

Date: Oct 0, 2010

Activity Purpose:

Activity Format:

Funding: N/A

Does this activity occur during the school day? Yes

TESA â Peer Observation Review â Workshop 1

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

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: N/A

Does this activity occur during the school day? Yes

TESA â Peer Observation Review â Workshop 1

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

Intended Participants: Teachers

Date: Dec 0, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: N/A

Does this activity occur during the school day? Yes

TESA Building Level Training â Awareness

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

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

TESA Building Level Training â Workshop 1

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

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

TESA Building Level Training â Workshop 2

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

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

TESA Building Level Training â Workshop 3

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

Intended Participants: Teachers

Date: Oct 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

TESA Building Level Training â Workshop 4

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

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

TESA Building Level Training â Workshop 5

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

Intended Participants: Teachers

Date: Dec 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

TESA Strategy Chair Meeting 1

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

Intended Participants: Other

Date: Aug 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

TESA Strategy Chair Meeting 2

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

Intended Participants: Other

Date: Feb 0, 2010

Activity Purpose: Feedback/Support

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Timely Additional Assistance

No professional development is needed for this strategy.

A. Parent Involvement: Parent Liaison - Home Visits

No professional development is needed for this strategy.

B. Educator Training for Parent Involvement

Teachers will participate in workshops where they will receive information that can be passed on to

Brief Description: Teachers will participate in workshops where they will receive information that can be passed on to parents that will help children with literacy and numeracy skills

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

C. Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

D. Curriculum Mapping

F. Encourage Rigorous Curriculum: Curriculum Mapping

Content Area Curriculum Map Workshops

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

Intended Participants: Teachers

Dates: Sep 0, 2010; May 21, 2010; Jun 21, 2010; Jul 21, 2010; Aug 21, 2010; Sep 21, 2010; Oct 21, 2010; Nov 21, 2010; Dec 21, 2010; Jan 21, 2011; Feb 21, 2011; Mar 21, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Social Studies Curriculum Map Training

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

Intended Participants: Teachers

Date: Oct 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Visual Arts Curriculum Map Training

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

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Vocal Music Curriculum Map Training

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

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Voluntary Mapping Workshops

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

Intended Participants: Teachers

Dates: Sep 0, 2010; May 21, 2010; Jun 21, 2010; Jul 21, 2010; Aug 21, 2010; Sep 21, 2010; Oct 21, 2010; Nov 21, 2010; Dec 21, 2010; Jan 21, 2011; Feb 21, 2011; Mar 21, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

I. Focused Academic Area: Balanced Literacy Plan

Attend English / Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive Read-Alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing

Intended Participants: Teachers

Date: Sep 13, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive Read-Alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing

Intended Participants: Teachers

Date: Sep 14, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive Read-Alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing

Intended Participants: Teachers

Date: Sep 20, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive Read-Alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing

Intended Participants: Teachers

Date: Sep 21, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive Read-Alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing

Intended Participants: Teachers

Date: Oct 4, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 1

Brief Description: Participants will be trained in Interactive Read-Alouds, shared and guided reading, writing mini-lesson and teaching points, and the assessment of student reading and writing

Intended Participants: Teachers

Date: Oct 5, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle, diagnostic benchmark, and ISTEP+).

Intended Participants: Teachers

Date: Jan 11, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle, diagnostic benchmark, and ISTEP+).

Intended Participants:

Date: Jan 18, 2010

Activity Purpose:

Activity Format:

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle, diagnostic benchmark, and ISTEP+).

Intended Participants: Teachers

Date: Jan 19, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle, diagnostic benchmark, and ISTEP+)

Intended Participants: Teachers

Date: Jan 4, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle, diagnostic benchmark, and ISTEP+)

Intended Participants: Teachers

Date: Jan 5, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend English / Language Arts Workshop 2

Brief Description: Participants will analyze student work generated in the Reading and Writing workshop, unit design alignment of the workshop model with standardized test preparation (instructional cycle, diagnostic benchmark, and ISTEP+).

Intended Participants: Teachers

Date: Jan 10, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Attend Initial Balanced Literacy training

Brief Description: Participants will identify literacy goal, define balanced literacy, understand components.

Intended Participants: Teachers

Date: Jul 0, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Implement assistance plans for teachers needing additional help

Brief Description: Teachers who need extra help will receive additional coaching.

Intended Participants: Teachers

Dates: Oct 1, 2010; Nov 1, 2010; Dec 1, 2010; Jan 1, 2011; Feb 1, 2011; Mar 1, 2011

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: N/A

Does this activity occur during the school day? Yes

Observe implementation of the Balanced Literacy Plan

Brief Description: Teachers will participate in coaching provided the literacy coach after observations.

Intended Participants: Teachers

Date: Sep 1, 2010

Activity Purpose: Skill Building

Activity Format: Peer Coaching

Funding: N/A

Does this activity occur during the school day? Yes

Visit a Balance Literacy model classroom.

Brief Description: Teachers will plan a Balanced Literacy Reading and Writing Workshop.

Intended Participants: Teachers

Date: Jul 0, 2010

Activity Purpose: Skill Building

Activity Format: Site Visit

Funding: N/A

Does this activity occur during the school day? No

L. Early Childhood Transition: Transition Team

No professional development is needed for this strategy.

O. Extended Learning Activities

No professional development is needed for this strategy.

P. Teacher Mentoring Program

Administrator Training - Teacher Evaluation System

Brief Description: Administrators attend a three-day training to learn how to 1) use the Charlotte Danielson Teacher Evaluation documents, and 2) evaluate instruction using the IPS Teacher Evaluation Instrument.

Intended Participants: Administrators

Date: Aug 18, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Teacher Mentoring Workshop - Domain 2, Session 2 (Managing Classroom Procedures / Establishing a Cu

Brief Description: Teachers in need of classroom management skills will attend a workshops led by the district special education behavior specialists on managing classroom procedures and establishing a culture of learning.

Intended Participants: Teachers

Date: Oct 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Teacher Mentoring Workshop - Domain 2, Session 3 (Creating an Environment of Respect and Rapport / O

Brief Description: Teachers in need of classroom management skills will attend a workshops led by the district special education behavior specialists on creating an environment of respect and rapport, and organizing physical space.

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Teacher Mentoring Workshop - Domain 3, Session 1 (Student Engagement)

Brief Description: Teachers in need of instructional skills will attend a workshops led by the Elementary and Secondary Divisions on student engagement in learning

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Teacher Mentoring Workshop - Domain 3, Session 2 (Using Assessment in Instruction / Using Questionin

Brief Description: Teachers in need of instructional skills will attend a workshops led by the Elementary and Secondary Divisions on using assessment in instruction and using questioning and discussion techniques.

Intended Participants: Teachers

Date: Jan 0, 2011

Activity Purpose:

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Teacher Mentoring Workshop - Domain 3, Session 3 (Communicating with Students / Demonstrating Flexib

Brief Description: Teachers in need of instructional skills will attend a workshops led by the Elementary and Secondary Divisions on student engagement in learning.

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Teacher Mentoring Workshop - Domain 4 (Professional Responsibilities)

Brief Description: Teachers in need of professional responsibility skills will attend a workshops led by the video clip, Reflecting on Teaching, with their principal, instructional coach, and/or InSAI strategy chair. After viewing, they will be mentored using handouts provided by the district.

Intended Participants: Teachers

Date: Nov 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Teacher Mentoring Workshop â Domain 2, Session 1 (Managing Student Behaviors Workshop

Brief Description: Teachers in need of classroom management skills will attend a workshops led by the district special education behavior specialists on managing student behaviors workshop.

Intended Participants: Teachers

Date: Sep 0, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? No

Teacher Training â Teacher Evaluation System

Brief Description: Teachers will attend training presented by the building administrators to overview the domains in the Teacher Evaluation System with a special emphasis on Domain 2 (Classroom Environment) and Domain 3 (Instruction). Expectations and elements that the evaluator will observe will be discussed.

Intended Participants: Teachers

Date: Sep 15, 2010

Activity Purpose: Skill Building

Activity Format: Talk to

Funding: N/A

Does this activity occur during the school day? No

U. Focused Student Group: African-American Students

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

U. Focused Student Group: Special Education Student Group

No professional development is needed for this strategy.

V. Peer Review for SIP

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

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

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Math

Strategies to Impact This Concern:

- Cultural Competency

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

Data Targets Influenced by This Concern:

- All Students Tested -- % Passing ISTEP ELA

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

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

Data Targets Influenced by This Concern:

- All Special Education Students Tested -- % Passing ISTEP Language Arts
- All Special Education Students Tested -- % Passing ISTEP Math

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Student Group

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

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Language Arts
- All Students Tested -- % Passing ISTEP Writing Process
- All Students Tested -- % Passing ISTEP ELA

Strategies to Impact This Concern:

- Administrator Walkthrough
- O. Extended Learning Activities
- I. Focused Academic Area: Balanced Literacy Plan
- J. Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Language Arts
- All Students Tested -- % Passing ISTEP ELA

Strategies to Impact This Concern:

- Benchmark & End of Semester Assessments
- O. Extended Learning Activities
- I. Focused Academic Area: Balanced Literacy Plan

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

Data Targets Influenced by This Concern:

- All Special Education Students Tested -- % Passing ISTEP Language Arts

Strategies to Impact This Concern:

- Administrator Walkthrough
- Benchmark & End of Semester Assessments
- Teacher Expectations and Student Achievement (TESA)
- I. Focused Academic Area: Balanced Literacy Plan
- J. Instruction by Highly Qualified Teachers

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Timely Additional Assistance

Required Areas of Concern

A. Parent Involvement (SW)

Data Targets Influenced by This Concern:

- All Students Tested -- % Passing ISTEP ELA
- All Students Tested -- % passing ISTEP Math

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Liaison - Academic Workshops for Parents
- A. Parent Involvement: Parent Liaison - Home Visits
- A. Parent Involvement: Parent-in-Touch Day

B. Educator Training (SW)

Data Targets Influenced by This Concern:

- All Students Tested -- % Passing ISTEP Writing Process

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

C. Outreach to Preschool Parent Involvement Programs (SW)

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Math

Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

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

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Language Arts

Strategies to Impact This Concern:

- D. Curriculum Mapping

E. Parent Information Resource Center Website (SW)

Data Targets Influenced by This Concern:

- All Special Education Students Tested -- % Passing ISTEP Math

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, SW)

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Language Arts
- All African American Students Tested -- % Passing ISTEP Math

Strategies to Impact This Concern:

- Student Graduation Plan
- F. Encourage Rigorous Curriculum: Curriculum Mapping

I. Focused Academic Area (PL221, SW)

Data Targets Influenced by This Concern:

- All Students Tested -- % Passing ISTEP ELA

Strategies to Impact This Concern:

- I. Focused Academic Area: Balanced Literacy Plan

J. Instruction by Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Special Education Students Tested -- % Passing ISTEP Language Arts
- All Special Education Students Tested -- % Passing ISTEP Math

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (SW)

Data Targets Influenced by This Concern:

- All Students Tested -- % Passing ISTEP Writing Process

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (SW)

Data Targets Influenced by This Concern:

- All Special Education Students Tested -- % Passing ISTEP Language Arts

Strategies to Impact This Concern:

- L. Early Childhood Transition: Transition Team

M. Parent Notice - Assessment Results (SW)

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Language Arts
- All African American Students Tested -- % Passing ISTEP Math
- All Special Education Students Tested -- % Passing ISTEP Language Arts
- All Special Education Students Tested -- % Passing ISTEP Math

- All Students Tested -- % Passing ISTEP Writing Process
- All Students Tested -- % Passing ISTEP ELA
- All Students Tested -- % passing ISTEP Math

Strategies to Impact This Concern:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (In Improvement)

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Math

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (In Improvement)

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Math

Strategies to Impact This Concern:

- O. Extended Learning Activities

P. Teacher Mentoring Program (In Improvement)

Data Targets Influenced by This Concern:

- All Students Tested -- % passing ISTEP Math

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (SW)

Data Targets Influenced by This Concern:

- All Students Tested -- % Passing ISTEP ELA
- All Students Tested -- % passing ISTEP Math

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- All Students Tested -- % passing ISTEP Math

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- All Special Education Students Tested -- % Passing ISTEP Language Arts

Strategies to Impact This Concern:

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

S. School-Parent Compact (SW)

Data Targets Influenced by This Concern:

- All Students Tested -- % Passing ISTEP ELA
- All Students Tested -- % passing ISTEP Math

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (SW)

Data Targets Influenced by This Concern:

- All Students Tested -- % Passing ISTEP ELA

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, SW)

Data Targets Influenced by This Concern:

- All African American Students Tested -- % Passing ISTEP Language Arts
- All African American Students Tested -- % Passing ISTEP Math
- All Free/reduced Lunch Students -- % Passing ISTEP Language Arts
- All Free/reduced Lunch Students -- % Passing ISTEP Math
- All Special Education Students Tested -- % Passing ISTEP Language Arts
- All Special Education Students Tested -- % Passing ISTEP Math

Strategies to Impact This Concern:

- U. Focused Student Group: African-American Students
- U. Focused Student Group: Free and Reduced Lunch Student Group
- U. Focused Student Group: Special Education Student Group

V. Peer Review for SIP (In Improvement)

Data Targets Influenced by This Concern:

- All Special Education Students Tested -- % Passing ISTEP Language Arts

Strategies to Impact This Concern:

- V. Peer Review for SIP

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	Principal's office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	N/A
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Dibels SRI Project Restore math assessment Project Restore creative writing prompts Acuity: Diagnostic Tests
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	We do not have any programs that will be consolidated. This is not applicable to our school.
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2012-2013 school year