

School Improvement Plan - PL221 Version - 2008-2011

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Center For Inquiry (5635)

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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Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 7
- Academic Goals 8
- Areas of Concern 12
- Strategies 14
- Professional Development 17
- Relationship Report -- Areas of Concern / Strategies / Data Targets 25
- Force Field Excerpt 31
- To-Do List 32
- Continuous Improvement Timeline 57

School Improvement Plan Introduction

Center For Inquiry

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

- Indiana Student Achievement Institute
- PL221
- Title I School Wide
- NCA
- IPS

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

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

Who Wrote this School Improvement Plan?

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

Steering Team

- -
- Scott Armstrong - Parent/Guardian
- Christine Collier - Administrator
- Kay Knorr - Parent/Guardian
- Sheryl Richardson - Community
- Christine Snow - Teacher
- Tracey Tarr - School Counselor
- Amy Wackerly - Teacher

Strategy Chairs

- Kristi Back
- Jamilyn Bertsch
- Jim Bollenbacher
- Christine Collier
- Mary Conway
- Maysee Herr
- Becky Marciniak
- Kristin Marley
- Ann Mennonno
- Tracey Tarr
- Joe Turner
- Beth Young

Community Council

- Preston Adams - Minister, Dr. P. Adams
- Jeb Bardon - Small business owner
- Peter Boerger - Economic Consultant
- John Brandon - President
- Jonathan Carpenter - Director M/WBE Program
- Mary Carter - CNA
- Judith Cebula - Dir. Faith Center/Vocations
- Meresa Creekmore-Armor - Director of Community Development
- Kathy Davis
- Donata Duffy
- Helena Duncan - Homemaker
- Jayne During - Owner
- Kazuha Edwards - Human Resources
- Pam Grams - Senior Environmental Manager
- Jeff Hanson - Chilled Water Facilities Manager
- Steve Harris - Vice President
- Kimberly Hodges - Director of Development
- Dan Hodgkins - Vice President Health Promotions and Community Redevelopment
- Eric Johnson - Probation Officer
- Jason Konesco - Vice President/Assistant Executive Director

- Nils (Buster) Landin - Cartographer
- Mary Lowe - Special Ed. Supervisor
- Alice McColgin - Community Relations Administrator
- Rebecca Mueller
- Anne Ociepka - University Professor
- Kelly Rota-Autry - Magistrate
- Elizabeth Ryan
- Ralph Taylor - Program Officer
- Jessica Vines
- Alfredo Williams - pastor

Vision Statement

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

We believe all students deserve:

We believe that all students deserve a vibrant place to learn. We believe that all students deserve a caring environment that is safe and nurturing. We believe that all students deserve a curriculum that is rigorous and relevant to global application. We believe that all students have a right to attend a culturally diverse school. We believe all students deserve state of the art learning tools and materials. We believe all students deserve enriching educational experiences. We believe that all students deserve the individual attention and support needed to realize their potential and utilize their gifts. We believe that all students deserve to be nurtured and valued. We believe that all students deserve to be held to the highest expectations.

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

All school staff, parents and community members have high expectations for all students and advocate for all students. All adults communicate openly, clearly and honestly in a timely fashion. All school staff are passionate, enthusiastic, creative and knowledgeable. All school staff work collaboratively and put kids first. All teachers utilize research based and culturally competent practices. All teachers use a variety of instructional and assessment methods to address many different learning styles. All teachers are compassionate disciplinarians. All staff meet the expectations of the district's cultural imperatives in a school that is safe, clean, secure and inviting. All parents are actively involved with their children's education and have high expectations for their children's achievement. All parents are respectful of both the students and the school staff. All parents view themselves as partners working with their teachers to help their children to reach their highest potential. All parents promote their children's learning by attending conferences, reviewing their weekly work and providing the supports at home to do their work. Community members help the school in creating real world academic applications for the school's academic content. Community members view themselves as stakeholders investing in the school by volunteering resources and time and by responding to the school's request for services.

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

hold themselves to high expectations and are confident in their ability to succeed. Students are excited about coming to school and are actively engaged every day all day. Students have the courage to share their strengths and don't hesitate to ask for help. Students are reflective learners and as they progress through the grades they take greater ownership for their learning. Students care for and respect others. As students become more aware of the world around them they develop a stronger sense of responsibility and stewardship.

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

- % of students who Pass or Pass Plus ISTEP: 100%
- % of students who meet or exceed state standards criteria: 100%
- % of students who meet or exceed unit summative assessments: 100%

Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			78.1%	78.1%	81.4%	83%		86%		90%		100

5th grade students - % passing Science ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			56.5%	56.5%	68%	70%		74%		80%		100

7th grade students - % passing Science ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			53.3%	53.3%	56%	58%		60%		70%		100

African American Students - % passing Language Arts ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			69.5%	69.5%	66.3%	75%		78%		85%		100

African American Students - % passing Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			68%	68%	80%	82%		85%		90%		100

All students - % pass Language Conventions on ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			77.8%	77.8%	83%	85%		90%		95%		100%

All students - % Pass Plus ISTEP Lang Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					13.4%	13.4%		20%		25%		100%

All students - % Pass Plus Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					20.1%	20.1%		25%		28%		100%

All Students - Pass E/LA and Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78.7		78.1		81.4	83		85		90		100

All Students - Promotion Rate

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	89.7		91	92		93		95		97		100

Special Education Students - % Passing E/LA ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			57	57	51.4%	60		63		67		100

Special Education Students - % Passing Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			57	57	51.4%	60%		63		67		100

Target Group (identified free and reduced intermediate students) - % passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			71%	71%	54.5%	75%		80%		85%		100%

Target Group (identified free and reduced intermediate students) - % passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			29%	29%	45.5%	50%		55%		65%		100

Target Group 2: Students on Free and Reduced Lunch - % passing Language Arts ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					73%	77%		80%		85%		100%

Target Group 2: Students on Free and Reduced Lunch - % passing Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					77.5%	80%		84%		87%		100%

White Students - % Passing E/LA ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			88	88	95%	96%		97%		98%		100

White Students - % Passing Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			85	85	91.9%	93%		95%		97%		100

Areas of Concern

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

Local Areas of Concern

Concern: Students' behaviors interfere with each other's learning

Force Field Analysis: Student survey and Staff survey

Concern: Level of teacher comfort, expertise, and time to teach science

Science ISTEP scores at grade 5 and 7; Teacher survey regarding amount of time spent on science instruction.

Concern: Need for a coordinated year-long global curriculum

Survey data from teachers

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

AA. Curriculum Mapping

BB. Benchmark Assessments

CC. TESA

Strategies

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

Required Strategies

A. Parent Involvement: Parent Liaison

Parent Liaison (Part time position), working in collaboration with the school social worker, school magnet facilitators, PTSA and school administration, assists parents at home and school through communication, workshops, volunteerism and peer support, August- May. The parent liaison will provide information, peer support, and training for parents of student at IPS Center for Inquiry at School 2 through: 1.) a minimum of 5 home visits per month, 2.) phone calls to homes 3.) workshops throughout the school year, August-May.

B. Technology Coordination

The school staff under the guidance of the media specialist and technology lead team will implement the school site technology plan that is aligned to the district technology plan throughout the school year, Aug.-May.

C. Safe and Disciplined Learning Environment: IB Learner Profile

All staff will use the attributes of the IB Learner Profile as character education throughout the day to create a safe and disciplined learning environment.

C. Safe and Disciplined Learning Environment: Improvement of Student Behavior: Action Research

All teachers will have the opportunity to be engaged in Action Research, meeting monthly to read professionally, pose inquiry questions, and bring classroom data to the table for discussion.

D. Attendance

Continuation of current practices. Attendance expectations, school and district attendance policies are communicated in the CFI Family Handbook. Attendance is entered online two times a day by teachers. Attendance concerns are addressed to the social worker by teachers and to parents by the social worker. Ed-Connect telephone messages go out daily (automated system) to parents of all students who have an unexcused absence for the day.

G1. Exceptional Learners - Gifted: Cluster Teachers

Each grade level will have one or more designated cluster teacher(s). These teachers will attend district professional development for High Ability students and share their expertise with their colleagues during grade level team meetings, Aug-May. The knowledge gained will be used in planning for students' success.

G2. Exceptional Learners - Special Education: Multi-Sensory Learning

Multi-sensory learning strategies and programs will be implemented for special needs learners during the school day by special education and general education staff.

H. Cultural Competency

All teachers will develop cultural competency through participating in monthly literature discussions at school that explore social issues. They will also attend cultural presentations and workshops offered by IPS Multicultural Education office as well as participate in at least two staff meetings per year that focus on building individual cultural competency. All students will develop cultural competency through the six IB planners that are taught each year as well as through learning the IB Learner Profiles and Attitudes, being sure to connect them to global issues.

I. Focused Instruction / Curriculum: 6+1 Trait Writing Taught Within the Writing Workshop

Traits from the 6+1 Trait Writing program will be taught throughout the year by homeroom teachers within the Writing Workshop through mini-lessons and individual student writing conferences.

I. Focused Instruction / Curriculum: Good Science and Good Writing

The Good Science/Good Writing science model will be used by the classroom teachers in the homeroom classrooms for all science units for all students.

I. Focused Instruction / Curriculum: IB Units of Study

IB units of study are developed, taught and assessed using the PYP and MYP criteria.

I. Focused Instruction / Curriculum: Movement to Support Learning

Brain Gym (grades 2-8) and Action Based Learning (grades K-1) in all classrooms during the school day. Brain Gym includes 26 easy and enjoyable targeted activities that integrate body and mind to bring about rapid and often dramatic improvements in: concentration, memory, reading, writing, organizing, listening, physical coordination, and more. Action Based Learning puts brain-based learning into action with teacher friendly, kid-tested, kid-approved strategies that move students to learn! Action Based Learning is based on brain research findings that support the link of early motor development, intentional movement, increased physical activity and exercise to improved cognition. These strategies will be implemented by all teachers/support staff daily. It has been chosen to specifically address our target group of free/reduced students currently at the 4th grade level.

J. Instruction by Highly Qualified Teachers

The administrators will work with IPS human resources to ensure that all CFI teachers meet highly qualified status before hiring commences each school year.

K. Attracting Highly Qualified Teachers

The administrators will work with IPS Human Resources when staff openings occur to attract and retain highly qualified teachers to implement the IB programmes at the Center for Inquiry.

L. Early Childhood Assistance: Recruitment and Orientation

The school staff, under the guidance of the IB coordinators/magnet facilitators, will provide information and guidance in school selection to parents of prospective students in the fall and spring of the school year.

M. Assessment Results to Parents

Teachers will share summative classroom assessment results and the administrators will share school-wide results with parents throughout the school year, Aug - May

O. Extended Learning Activities: After-school Learning Opportunities

The school staff will work with parent and community volunteers to offer a wide variety of after-school learning assistance and enrichment opportunities throughout the school year, Aug-may.

P. Teacher Mentoring Program: Principal Walkthroughs

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

Q. School-Parent Involvement Policy

The school, working with the SBDM committee and PTSA, will develop a school-parent involvement policy and communicate the policy to all parents in writing and at an informational meeting.

R. Parent Right-to-Know Letter

The administrator will provide a "parent right to know" letter to each family at the beginning of the year in accordance with Title 1 guidelines including: 1) the right to know the qualifications of their child's teacher and paraprofessional, and 2) the right to know if their child will be taught for four or more consecutive weeks by someone who is not highly qualified.

S. School-Parent Compact

School-Parent Compact, communicating the expectations for parents, staff, and students, is reviewed and updated annually with parents through SBDM and PTSA. The compact is distributed at the beginning of the school year and is returned to school, signed by the administrators, all students, and their parents/legal guardians.

T. Annual Parent Meeting

The administrators will hold a meeting in the fall with the parents of the building to inform them of the elements of the Title 1 plan for our school.

U. Targeted Assistance: Tutoring to Support Target Group

Teachers of targeted students will secure extended learning activities for each of the targeted students through focused tutoring programs offered either before, after, or during the school day.

AA. Curriculum Mapping: IB Program of Inquiry (POI)

Teachers will discuss and unwrap the meaning underlying the state standard in terms of specific student skills during structured teacher planning time throughout the school year. Teachers will align the required state content and skills to the IB PYP and MYP programme of inquiry, and to the language arts and math curriculum.

BB. Benchmark Assessments: CFI Assessments

(waiver from IPS Benchmarks) Teachers will follow the CFI Programme of Inquiry. Teachers will implement CFI benchmark assessments aligned with the PYP and MYP unit planners. Teachers will also benchmark progress in all academic areas throughout the school year, Aug-May, in accordance with the school's assessment policy. Teachers will administer the district predictive tests 3 times per year.

CC. TESA

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

Professional Development

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

A. Parent Involvement: Parent Liaison

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Inservice on Parent Involvement</i>	Source: NA Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Define for staff "parent involvement" and staff role in supporting parent liaison along with the "Three for Me" parent volunteer hours.	Teachers Administrators	Talk to

Professional Development Activity	Funding	Activity Purpose
<i>Parent Liaison Professional Development</i>	Source: Title 1at district level Amount: \$ to be determined at district level	Skill Building
Brief Description	Intended Participants	Activity Format
Parent Liaison attends district level PD sponsored by the Title 1 office.	Other	Presentation/Workshop

B. Technology Coordination

Professional Development Activity	Funding	Activity Purpose
<i>Media Specialist attends professional conferences that focus on technology & education</i>	Source: School Level PD funds Amount: \$registration costs to be determined	Refinement
Brief Description	Intended Participants	Activity Format
Media specialist attends technology education conference.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Media Specialist provides technology training to staff</i>	Source: NA Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
Technology training is provided to new staff and those staff needing re-trained or additional training to use the tools and applications available at the school.	Teachers	Presentation/Workshop Peer Coaching

C. Safe and Disciplined Learning Environment: IB Learner Profile

No professional development is needed for this strategy.

C. Safe and Disciplined Learning Environment: Improvement of Student Behavior: Action Research

No professional development is needed for this strategy.

G1. Exceptional Learners - Gifted: Cluster Teachers

Professional Development Activity	Funding	Activity Purpose
<i>Training for Cluster Teachers</i>	Source: IPS GT department - General Fund Amount: \$ to be determined by Central Office	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Cluster teachers who choose to go will attend the summer training offered by IPS. Cluster teachers and self-selected other teachers will attend the monthly GT support sessions offered by IPS.	Teachers	Presentation/Workshop Professional Reading Collaborative Problem Solving

G2. Exceptional Learners - Special Education: Multi-Sensory Learning

Professional Development Activity	Funding	Activity Purpose
<i>Teacher support</i>	Source: Professional Development funds Amount: \$to be determined	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teacher support includes special ed teachers assisting general ed teachers with planning and materials during team planning time, providing professional resources for multi-sensory learning activities, and sending self-selected teachers to workshops if offered at an affordable cost.	Teachers	Presentation/Workshop Professional Reading Collaborative Problem Solving

H. Cultural Competency

Professional Development Activity	Funding	Activity Purpose
<i>Cultural Discussion</i>	Source: seeking and PD fund Amount: \$0 to \$300	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers and staff engage in cultural competency discussions during staff meetings based on shared readings and viewings of cultural competency materials (books, articles, videos).	Teachers Administrators	Study Group

I. Focused Instruction / Curriculum: 6+1 Trait Writing Taught Within the Writing Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Summer Writing Institute</i>	Source: Partnership for Young Writers Grant Amount: \$ all costs paid through grant managed by IUPUI.	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Self-selected teachers attend the annual week long summer writing institute in Indpls. Their fees are paid through the grant.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Training Sessions with Consultants from the Writing Project</i>	Source: Partnership for Young Writers Grant Amount: \$ all costs paid through grant managed by IUPUI	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Consultants work with teachers and students to model writing workshop strategies and studies.	Teachers Administrators Students	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>District Training for 6+1 Trait Writing</i>	Source: District level funds Amount: \$ unknown at school level	Skill Building
Brief Description	Intended Participants	Activity Format
Self-selected and new teachers attend 6+1 Trait Writing offered by the district.	Teachers	Presentation/Workshop

I. Focused Instruction / Curriculum: Good Science and Good Writing

Professional Development Activity	Funding	Activity Purpose
<i>Good Science/Good Writing Summer Institute</i>	Source: IPS district level Amount: \$ to be determined at Central Office	Skill Building
Brief Description	Intended Participants	Activity Format
Summer workshop sponsored by IPS for self-selected teachers	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Good Science/Good Writing In-Building Training</i>	Source: NA Amount: \$0	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Support and training during staff/team meeting time provided by in-building lead teachers.	Teachers	Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Demystifying Science Workshops</i>	Source: IPS district level Amount: \$to be determined by Central Office	Skill Building
Brief Description	Intended Participants	Activity Format
Summer workshop sponsored by IPS for self-selected teachers	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>NETS Science Training</i>	Source: IPS district level Amount: \$to be determined at Central Office	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Lead science teachers attending summer training (per IPS science director).	Teachers	Presentation/Workshop

I. Focused Instruction / Curriculum: IB Units of Study

Professional Development Activity	Funding	Activity Purpose
<i>Focused/book study groups</i>	Source: PD funds Amount: \$ range of 0-\$500	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Professional reading of IB guides, international education and inquiry resources during team meeting and staff meeting time.	Teachers Administrators	Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>International Baccalaureate training</i>	Source: IPS general fund and seeking Amount: \$1500 per teacher per training session	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Attend IB training as required for continued IB authorization.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Site Visits</i>	Source: IPS General fund and seeking Amount: \$travel costs dependent on location	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Visit authorized IB schools as required by IB for continuation of authorization.	Teachers Administrators	Networking/Site Visit

I. Focused Instruction / Curriculum: Movement to Support Learning

Professional Development Activity	Funding	Activity Purpose
<i>Professional Development of Implementing Brain Gym Activities</i>	Source: NA - (donated time by consultant) Amount: \$0 (donated time)	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Learn and review brain gym activities and implementation. (Materials have already been purchased and the consultant donated time.)	Teachers	Presentation/Workshop Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Incorporate Brain Gym Exercises into our weekly Community Meetings</i>	Source: NA Amount: \$0	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Whole school brain gym activity at community meeting.	Teachers Administrators Students	Other

L. Early Childhood Assistance: Recruitment and Orientation

No professional development is needed for this strategy.

M. Assessment Results to Parents

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Access and Use of Data</i>	Source: NA Amount: \$0	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Administrators assist teachers in knowing how to access data available from all assessment, how to use it for planning, and how to communicate data results with parents.	Teachers Administrators	Presentation/Workshop Collaborative Problem Solving

O. Extended Learning Activities: After-school Learning Opportunities

No professional development is needed for this strategy.

P. Teacher Mentoring Program: Principal Walkthroughs

Professional Development Activity	Funding	Activity Purpose
<i>Mentor teachers identified through walk-through</i>	Source: NA Amount: \$0	Feedback/Support
Brief Description	Intended Participants	Activity Format
Principals meet with teachers to share and discuss feedback from walk-throughs.	Teachers Administrators	Talk to Collaborative Problem Solving

S. School-Parent Compact

Professional Development Activity	Funding	Activity Purpose
<i>Information to staff</i>	Source: NA Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Title 1 requirements regarding compact shared and discussed with staff prior to SBDM development of compact.	Teachers Administrators Parents	Talk to Presentation/Workshop

U. Targeted Assistance: Tutoring to Support Target Group

No professional development is needed for this strategy.

AA. Curriculum Mapping: IB Program of Inquiry (POI)

Professional Development Activity	Funding	Activity Purpose
<i>District Training</i>	Source: District level funds Amount: \$ tba - paid at district level	Skill Building
Brief Description	Intended Participants	Activity Format
Staff named to the school level curriculum mapping team will attend the training provided at district level.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Professional Reading</i>	Source: Seeking Amount: \$ 0 to \$300	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers and administrators will read professional articles/visit websites/and or read book to assist with curriculum mapping efforts.	Teachers Administrators	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Review unpacking standards at team meetings</i>	Source: NA Amount: \$0	Feedback/Support
Brief Description	Intended Participants	Activity Format
The unpacking of grade level/subject level standards will be reviewed at a team meeting and assistance provided to any staff not comfortable/rating self as proficient in this skill.	Teachers Administrators	Peer Coaching

BB. Benchmark Assessments: CFI Assessments

Professional Development Activity	Funding	Activity Purpose
<i>Developing and Aligning Assessments</i>	Source: EPIC grant Amount: \$ stipends to teachers and/or grad credit	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers who elect to participate with EPIC use this resource to assist in developing and aligning unit assessments. Teachers work within teams at team meeting time with PYP and MYP magnet coordinators to align unit assessments.	Teachers	Study Group Collaborative Problem Solving

CC. TESA

Professional Development Activity	Funding	Activity Purpose
<i>TESA Training for Teachers</i>	Source: NA Amount: \$ 0	Skill Building
Brief Description	Intended Participants	Activity Format
Training of teachers at staff meetings per IPS schedule.	Teachers Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Peer Observation of TESA components</i>	Source: NA Amount: \$0	Feedback/Support
Brief Description	Intended Participants	Activity Format
Peer observation at building level among teachers during planning/prep time.	Teachers	Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Trainer of Trainer meetings</i>	Source: IPS district level funds Amount: \$to be determined at IPS Central Office	Refinement
Brief Description	Intended Participants	Activity Format
Support/review meetings for trainers per IPS schedule.	Teachers Administrators	Presentation/Workshop

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Students' behaviors interfere with each other's learning

Data Targets Influenced by This Concern:

- 5th grade students -- % passing Science ISTEP
- 7th grade students -- % passing Science ISTEP
- African American Students -- % passing Language Arts ISTEP
- African American Students -- % passing Math ISTEP
- Special Education Students -- % Passing E/LA ISTEP
- Special Education Students -- % Passing Math ISTEP
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Language Arts
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Math
- White Students -- % Passing E/LA ISTEP
- White Students -- % Passing Math ISTEP

Strategies to Impact This Concern:

- H. Cultural Competency
- O. Extended Learning Activities: After-school Learning Opportunities
- I. Focused Instruction / Curriculum: Movement to Support Learning
- C. Safe and Disciplined Learning Environment: Improvement of Student Behavior: Action Research
- C. Safe and Disciplined Learning Environment: IB Learner Profile
- S. School-Parent Compact
- P. Teacher Mentoring Program: Principal Walkthroughs
- CC. TESA

Concern: Level of teacher comfort, expertise, and time to teach science

Data Targets Influenced by This Concern:

- 5th grade students -- % passing Science ISTEP
- 7th grade students -- % passing Science ISTEP

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Good Science and Good Writing

Concern: Need for a coordinated year-long global curriculum

Data Targets Influenced by This Concern:

- African American Students -- % passing Language Arts ISTEP
- African American Students -- % passing Math ISTEP
- White Students -- % Passing E/LA ISTEP
- White Students -- % Passing Math ISTEP

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers
- AA. Curriculum Mapping: IB Program of Inquiry (POI)
- I. Focused Instruction / Curriculum: IB Units of Study
- S. School-Parent Compact
- P. Teacher Mentoring Program: Principal Walkthroughs
- B. Technology Coordination

Required Areas of Concern

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

Data Targets Influenced by This Concern:

- All Students -- Promotion Rate
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Language Arts
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Math

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Liaison
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

B. Technology Coordination (PL221, IPS)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: IB Units of Study
- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Movement to Support Learning
- A. Parent Involvement: Parent Liaison
- C. Safe and Disciplined Learning Environment: IB Learner Profile
- C. Safe and Disciplined Learning Environment: Improvement of Student Behavior: Action Research

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP
- All Students -- Promotion Rate

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All students -- % Pass Plus ISTEP Lang Arts
- All students -- % Pass Plus Math ISTEP

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: Cluster Teachers
- O. Extended Learning Activities: After-school Learning Opportunities
- I. Focused Instruction / Curriculum: IB Units of Study
- I. Focused Instruction / Curriculum: Good Science and Good Writing

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Special Education Students -- % Passing E/LA ISTEP
- Special Education Students -- % Passing Math ISTEP

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Multi-Sensory Learning
- I. Focused Instruction / Curriculum: IB Units of Study
- I. Focused Instruction / Curriculum: Good Science and Good Writing

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- African American Students -- % passing Language Arts ISTEP
- African American Students -- % passing Math ISTEP
- All Students -- Pass E/LA and Math ISTEP

Strategies to Impact This Concern:

- H. Cultural Competency
- I. Focused Instruction / Curriculum: IB Units of Study

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

Data Targets Influenced by This Concern:

- African American Students -- % passing Language Arts ISTEP
- All students -- % pass Language Conventions on ISTEP
- All students -- % Pass Plus ISTEP Lang Arts
- Special Education Students -- % Passing E/LA ISTEP
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Language Arts
- Target Group 2: Students on Free and Reduced Lunch -- % passing Language Arts ISTEP
- White Students -- % Passing E/LA ISTEP

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: 6+1 Trait Writing Taught Within the Writing Workshop
- I. Focused Instruction / Curriculum: Movement to Support Learning
- I. Focused Instruction / Curriculum: IB Units of Study

- I. Focused Instruction / Curriculum: Good Science and Good Writing

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP
- All Students -- Promotion Rate

Strategies to Impact This Concern:

- L. Early Childhood Assistance: Recruitment and Orientation

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP
- All Students -- Promotion Rate

Strategies to Impact This Concern:

- M. Assessment Results to Parents

O. Extended Learning Activities (Title I)

Data Targets Influenced by This Concern:

- Special Education Students -- % Passing E/LA ISTEP
- Special Education Students -- % Passing Math ISTEP
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Language Arts
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Math

Strategies to Impact This Concern:

- O. Extended Learning Activities: After-school Learning Opportunities

P. Teacher Mentoring Program (IPS)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Principal Walkthroughs

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Language Arts
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Math
- Target Group 2: Students on Free and Reduced Lunch -- % passing Language Arts ISTEP
- Target Group 2: Students on Free and Reduced Lunch -- % passing Math ISTEP

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP
- All Students -- Promotion Rate

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All Students -- Promotion Rate

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Language Arts
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Math
- Target Group 2: Students on Free and Reduced Lunch -- % passing Language Arts ISTEP
- Target Group 2: Students on Free and Reduced Lunch -- % passing Math ISTEP

Strategies to Impact This Concern:

- O. Extended Learning Activities: After-school Learning Opportunities
- U. Targeted Assistance: Tutoring to Support Target Group

AA. Curriculum Mapping (IPS)

Data Targets Influenced by This Concern:

- All students -- % Pass Plus ISTEP Lang Arts
- All students -- % Pass Plus Math ISTEP
- All Students -- Pass E/LA and Math ISTEP

Strategies to Impact This Concern:

- AA. Curriculum Mapping: IB Program of Inquiry (POI)

BB. Benchmark Assessments (IPS)

Data Targets Influenced by This Concern:

- 5th grade students -- % passing Science ISTEP
- 7th grade students -- % passing Science ISTEP
- African American Students -- % passing Language Arts ISTEP
- African American Students -- % passing Math ISTEP
- Special Education Students -- % Passing E/LA ISTEP
- Special Education Students -- % Passing Math ISTEP
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Language Arts
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Math
- White Students -- % Passing E/LA ISTEP
- White Students -- % Passing Math ISTEP

Strategies to Impact This Concern:

- BB. Benchmark Assessments: CFI Assessments
- I. Focused Instruction / Curriculum: IB Units of Study

CC. TESA (IPS)

Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Language Arts
- Target Group (identified free and reduced intermediate students) -- % passing ISTEP Math

Strategies to Impact This Concern:

- CC. TESA

Force Field Excerpt

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

Description and location of curriculum:	The school office and the media center.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP is given to all students in grades 3-8. NWEA is given to all students in grades 2-8.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	We have had standing waivers for the past 7 years that include: narrative cards in place of letter grades, textbook adoption different than district choice, and spring student led conference day. We would also like to waive the district benchmarks and replace them with assessments that are aligned and paced with our IB curriculum.	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:		Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Assessment Results to Parents

Aug 30, 2008: A schedule of assessments is communicated to teachers and parents

Person: Chris Collier, Joe Turner, and classroom teachers

Activity: Communicating assessment data to parents

Sep 30, 2008: Rubrics of classroom summative assessments are shared with parents.

Person: Chris Collier and homeroom teachers

Activity: Communicating assessment data to parents

Oct 1, 2008: Teachers are trained in analyzing assessment data

Person: Joe Turner and Chris Collier

Activity: Teacher Access and Use of Data

Oct 1, 2008: Teachers are trained on best ways to communicate data to parents

Person: Joe Turner and Chris Collier

Activity: Teacher Access and Use of Data

Oct 1, 2008: Teachers receive training in accessing assessment data

Person: Joe Turner and Chris Collier

Activity: Teacher Access and Use of Data

Oct 30, 2008: Survey parents to their level of satisfaction with communication of student assessment results.

Person: Chris Collier

Activity: Collect baseline data

Oct 30, 2008: Assessment results/reports are copied and sent home to parents.

Person: Chris Collier and homeroom teachers

Activity: Communicating assessment data to parents

Dec 1, 2008: Rubrics of classroom summative assessments are shared with parents.

Person: Chris Collier and homeroom teachers

Activity: Communicating assessment data to parents

Dec 31, 2008: Assessment results/reports are copied and sent home to parents.

Person: Chris Collier and homeroom teachers

Activity: Communicating assessment data to parents

Jan 15, 2009: Survey parents to their level of satisfaction with communication of student assessment results.

Person: Chris Collier

Activity: Collect first semester/trimester follow up data

Jan 15, 2009: A guide of assessment terms and how to read assessment results is provided to parents when assessments are sent home.

Person: Chris Collier and Joe Turner

Activity: Communicating assessment data to parents

Feb 2, 2009: Rubrics of classroom summative assessments are shared with parents.

Person: Chris Collier and homeroom teachers

Activity: Communicating assessment data to parents

- Mar 4, 2009:** Assessment results/reports are copied and sent home to parents.
Person: Chris Collier and homeroom teachers
Activity: Communicating assessment data to parents
- Mar 30, 2009:** Survey parents to their level of satisfaction with communication of student assessment results.
Person: Chris Collier
Activity: Collect final semester/trimester follow up data
- Apr 6, 2009:** Rubrics of classroom summative assessments are shared with parents.
Person: Chris Collier and homeroom teachers
Activity: Communicating assessment data to parents
- May 6, 2009:** Assessment results/reports are copied and sent home to parents.
Person: Chris Collier and homeroom teachers
Activity: Communicating assessment data to parents

Benchmark Assessments

- Aug 30, 2008:** Provide teachers with a master calendar of district or school-wide assessments
Person: Chris Collier and Joe Turner
Activity: Assessment schedule
- Aug 30, 2008:** Teachers work within the grade level to develop and align PYP and MYP assessments
Person: Beth Young, Carrie Gaffney, and all teachers
Activity: Developing and Aligning Assessments
- Sep 30, 2008:** Review the CFI assessment policy and forms with all teachers.
Person: Chris Collier, Joe Turner, Beth Young, and Carrie Gaffney
Activity: Assessment Policy
- Sep 30, 2008:** Teachers work with EPIC consultants to develop and align assessments to a unit of study.
Person: teachers participating in EPIC
Activity: Developing and Aligning Assessments
- Nov 1, 2008:** Teachers work within the grade level to develop and align PYP and MYP assessments
Person: Beth Young, Carrie Gaffney, and all teachers
Activity: Developing and Aligning Assessments
- Dec 1, 2008:** Teachers work with EPIC consultants to develop and align assessments to a unit of study.
Person: teachers participating in EPIC
Activity: Developing and Aligning Assessments
- Dec 20, 2008:** Check professional librar for resources and add relevant materials to our collection.
Person: Chris Collier, Carrie Gaffney, Beth Young
Activity: Developing and Aligning Assessments
- Jan 2, 2009:** Teachers work within the grade level to develop and align PYP and MYP assessments
Person: Beth Young, Carrie Gaffney, and all teachers
Activity: Developing and Aligning Assessments
- Feb 2, 2009:** Teachers work with EPIC consultants to develop and align assessments to a unit of study.
Person: teachers participating in EPIC
Activity: Developing and Aligning Assessments
- Mar 6, 2009:** Teachers work within the grade level to develop and align PYP and MYP assessments
Person: Beth Young, Carrie Gaffney, and all teachers
Activity: Developing and Aligning Assessments
- Apr 6, 2009:** Teachers work with EPIC consultants to develop and align assessments to a unit of study.
Person: teachers participating in EPIC
Activity: Developing and Aligning Assessments

May 8, 2009: Teachers work within the grade level to develop and align PYP and MYP assessments
Person: Beth Young, Carrie Gaffney, and all teachers
Activity: Developing and Aligning Assessments

Cultural Competency

Mar 27, 2008: Watch and discuss first part of "Color of Fear" video
Person: Maysee Herr
Activity: monthly meetings

Apr 8, 2008: Watch and discuss second part of "Color of Fear" video
Person: Maysee Herr
Activity: monthly meetings

May 15, 2008: "Theatre of the Oppressed" activities
Person: Maysee Herr
Activity: monthly meetings

May 15, 2008: Participants will engage in human continuum as a form of self-assessment of cultural competency from beginning of year to the end.
Person: Maysee Herr and all staff participants
Activity: monthly meetings

May 22, 2008: Evaluating readings/activities from prior year, determining what worked and didn't work. This period will also be used to establish new activities and readings.
Person: Maysee Herr and Quinetta Sheppard
Activity: Planning of monthly meetings for 2008-2009 school year

Aug 15, 2008: Schedule cultural competency activities during staff/PBA meetings
Person: Christine Collier
Activity: Promote more staff involvement in cultural competency discussions/activities

Aug 30, 2008: Survey teachers as to level of cultural competency
Person: Maysee Herr
Activity: Collect baseline data

Sep 30, 2008: Monthly reading and discussion of cultural viewpoint
Person: All teachers
Activity: Cultural Discussion

Oct 30, 2008: Resources are gathered for suggested use within the classroom to engage students in cultural growth
Person: Task force and all teachers
Activity: Cultural Competency within the classroom

Oct 30, 2008: Monthly reading and discussion of cultural viewpoint
Person: All teachers
Activity: Cultural Discussion

Nov 30, 2008: Monthly reading and discussion of cultural viewpoint
Person: All teachers
Activity: Cultural Discussion

Dec 20, 2008: Survey teachers as to level of cultural competency
Person: Maysee Herr
Activity: Collect first semester/trimester follow up data

Dec 30, 2008: Monthly reading and discussion of cultural viewpoint
Person: All teachers
Activity: Cultural Discussion

- Jan 30, 2009:** Monthly reading and discussion of cultural viewpoint
Person: All teachers
Activity: Cultural Discussion
- Mar 2, 2009:** Monthly reading and discussion of cultural viewpoint
Person: All teachers
Activity: Cultural Discussion
- Mar 30, 2009:** Survey teachers as to level of cultural competency
Person: Maysee Herr
Activity: Collect final semester/trimester follow up data
- Apr 2, 2009:** Monthly reading and discussion of cultural viewpoint
Person: All teachers
Activity: Cultural Discussion
- May 2, 2009:** Monthly reading and discussion of cultural viewpoint
Person: All teachers
Activity: Cultural Discussion

Curriculum Mapping

- Aug 10, 2008:** Hire/introduce ourselves to district assigned curriculum mapping coach
Person: Chris Collier, Joe Turner
Activity: Curriculum Mapping team
- Aug 30, 2008:** Introduce curriculum mapping timeline of district action to teachers
Person: Chris Collier
Activity: Information
- Aug 30, 2008:** Use team meeting time to keep teachers up to date
Person: Beth Young
Activity: Information
- Sep 15, 2008:** Form curriculum mapping team
Person: Beth Young
Activity: Curriculum Mapping team
- Sep 30, 2008:** Count the number of subject areas mapped by grade level and compile school wide data.
Person: Beth Young and Curriculum Mapping Coach
Activity: Collect baseline data
- Sep 30, 2008:** Survey teachers to count the % of teachers who rate themselves proficient in unpacking standards.
Person: Beth Young
Activity: Collect baseline data
- Oct 1, 2008:** Curriculum mapping team attends district training for curriculum mapping
Person: Beth Young
Activity: District Training
- Oct 1, 2008:** Curriculum mapping team will read professional books/articles about curriculum mapping
Person: Beth Young
Activity: Professional Reading
- Oct 30, 2008:** Unpack grade level standards at team meetings
Person: Beth Young and Chris Collier
Activity: Review unpacking standards at team meetings
- Dec 15, 2008:** Count the number of subject areas mapped by grade level and compile school wide data.
Person: Beth Young and Curriculum Mapping Coach
Activity: Collect first semester/trimester follow up data

- Dec 15, 2008:** Survey teachers to count the % of teachers who rate themselves proficient in unpacking standards.
Person: Beth Young
Activity: Collect first semester/trimester follow up data
- Mar 15, 2009:** Count the number of subject areas mapped by grade level and compile school wide data.
Person: Beth Young and Curriculum Mapping Coach
Activity: Collect final semester/trimester follow up data
- Mar 15, 2009:** Survey teachers to count the % of teachers who rate themselves proficient in unpacking standards.
Person: Beth Young
Activity: Collect final semester/trimester follow up data

Early Childhood Assistance

- Aug , 2008:** Organize two parent education nights to educate parents about our programs
Person: Beth Young
Activity: Parent Education Nights
- Aug , 2008:** Parent information meetings will be held on the second and fourth Thursday of each month
Person: Beth Young
Activity: Parent Information Meetings
- Aug , 2008:** Create parent library with reading material about our programs
Person: Beth Young
Activity: Parent Library
- Sep , 2008:** Use E-School data to find the number of new families enrolled at CFI/2 for the 2008-2009 school year.
Person: Beth Young
Activity: Collect baseline data
- Oct , 2008:** Arrange visits to area pre-schools to recruit parents
Person: Beth Young
Activity: Pre-School Visits
- Nov , 2008:** CFI will be represented at the district magnet fair to recruit parents
Person: Beth Young
Activity: District Magnet Fair
- Nov , 2008:** Parent Open House will be held
Person: Beth Young
Activity: Parent Information Meetings
- Jan , 2009:** Use E-School to find the number of new families enrolled at CFI/2 for the 2008-2009 school year.
Person: Beth Young
Activity: Collect first semester/trimester follow up data
- Mar 15, 2009:** Use E-School to find number of new families enrolled at CFI/2 for the 2008-2009 school year.
Person: Beth Young
Activity: Collect final semester/trimester follow up data

Exceptional Learners - Gifted

- Mar 13, 2008:** Hold informational meeting to share with the staff the expectations for cluster teachers and solicit volunteers.
Person: Christine Collier
Activity: Identify Cluster Teachers

Mar 14, 2008: Communicate dates for summer training and next year's district training to cluster teachers and other teachers who may be interested in pursuing the training opportunity.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Apr 15, 2008: Register cluster teachers and others who want to participate in summer training.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

May 30, 2008: Develop class rosters in which high ability students are clustered with no less than 2 in a cluster group.

Person: Chris Collier and homeroom teachers

Activity: Class groupings

Jul 8, 2008: Cluster teachers and self-selected teachers participate in district's summer training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Aug 30, 2008: Cluster teachers and self-selected teachers participate in district's after-school training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Sep 30, 2008: Cluster teachers and self-selected teachers participate in district's after-school training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Oct 30, 2008: Cluster teachers and self-selected teachers participate in district's after-school training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Nov 30, 2008: Cluster teachers and self-selected teachers participate in district's after-school training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Dec 30, 2008: Cluster teachers and self-selected teachers participate in district's after-school training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Jan 30, 2009: Cluster teachers and self-selected teachers participate in district's after-school training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Mar 2, 2009: Cluster teachers and self-selected teachers participate in district's after-school training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Apr 2, 2009: Cluster teachers and self-selected teachers participate in district's after-school training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

May 2, 2009: Cluster teachers and self-selected teachers participate in district's after-school training sessions.

Person: Ann Mennonno

Activity: Training for Cluster Teachers

Exceptional Learners - Special Education

Feb 28, 2008: Survey the teachers regarding the intentional use of multi-sensory learning activities.

Person: Kristi Back

Activity: Collect baseline data

- May 30, 2008:** Look for workshops or conferences for all teachers to learn about multi-sensory activities.
Person: Task force
Activity: Teacher support
- Aug 15, 2008:** Schedule is developed that allows teacher team time including special education teacher
Person: Administrators and task force
Activity: Time
- Aug 30, 2008:** Provide professional books or articles for all teachers regarding multi-sensory activities.
Person: Task Force
Activity: Teacher support
- Aug 30, 2008:** Special education teachers support general ed teachers through planning and materials for multi-sensory activities.
Person: Task Force
Activity: Teacher support
- Sep 15, 2008:** Special education teachers gather materials and resources to support multi-sensory learning aligned with individual student's learning styles and units of instruction
Person: Task Force
Activity: Planning and Resources
- Nov 1, 2008:** Special education teachers support general ed teachers through planning and materials for multi-sensory activities.
Person: Task Force
Activity: Teacher support
- Nov 16, 2008:** Special education teachers gather materials and resources to support multi-sensory learning aligned with individual student's learning styles and units of instruction
Person: Task Force
Activity: Planning and Resources
- Dec 15, 2008:** Survey the teachers regarding intentional use of multi-sensory learning activities
Person: Kristi Back
Activity: Collect first semester/trimester follow up data
- Jan 2, 2009:** Special education teachers support general ed teachers through planning and materials for multi-sensory activities.
Person: Task Force
Activity: Teacher support
- Jan 18, 2009:** Special education teachers gather materials and resources to support multi-sensory learning aligned with individual student's learning styles and units of instruction
Person: Task Force
Activity: Planning and Resources
- Mar 6, 2009:** Special education teachers support general ed teachers through planning and materials for multi-sensory activities.
Person: Task Force
Activity: Teacher support
- Mar 22, 2009:** Special education teachers gather materials and resources to support multi-sensory learning aligned with individual student's learning styles and units of instruction
Person: Task Force
Activity: Planning and Resources
- Mar 30, 2009:** Survey the teachers regarding intentional use of multi-sensory learning activities.
Person: Kristi Back
Activity: Collect final semester/trimester follow up data

May 8, 2009: Special education teachers support general ed teachers through planning and materials for multi-sensory activities.

Person: Task Force

Activity: Teacher support

May 30, 2009: Identify a model school that incorporates multi-sensory activities within lessons for teachers to observe.

Person: Task Force

Activity: Teacher support

Extended Learning Activities

Mar 20, 2008: Determine % of students participating in after school activities

Person: Jamilyn Bertsch

Activity: Collect baseline data

Sep 1, 2008: Survey teachers as to improved behavior and/or academics of students participating in after school activities.

Person: Jamilyn Bertsch

Activity: Collect baseline data

Sep 15, 2008: Recruit teachers, parents, community members to lead activities

Person: Task force

Activity: After School Activities

Oct 1, 2008: Advertise clubs/activities to students for selection

Person: Task force

Activity: After School Activities

Oct 15, 2008: Create a master schedule of clubs/activities for students

Person: Task force

Activity: After School Activities

Oct 15, 2008: Inform activity of leaders of available funds for use by their club/activity

Person: Task force

Activity: After School Activities

Dec 20, 2008: Determine % of students participating in after school activities.

Person: Jamilyn Bertsch

Activity: Collect first semester/trimester follow up data

Dec 20, 2008: Survey teachers as to improved behavior and/or academics of students participating in after school activities.

Person: Jamilyn Bertsch

Activity: Collect first semester/trimester follow up data

Mar 30, 2009: Determine % of students participating in after school activities.

Person: Jamilyn Bertsch

Activity: Collect final semester/trimester follow up data

Mar 30, 2009: Survey teachers as to improved behavior and/or academics of students participating in after school activities.

Person: Jamilyn Bertsch

Activity: Collect final semester/trimester follow up data

Focused Instruction / Curriculum

Mar 1, 2008: Survey the HR/lang.arts teachers for the % who have taught all 6 traits of writing to their students.

Person: Jamilyn Bertsch

Activity: Collect baseline data

- Mar 30, 2008:** Make sure each classroom has a teacher's guide and posters showing exercises.
Person: Jim Bollenbacher/Mary Conway
Activity: Classroom Visual Aides/Materials
- Mar 30, 2008:** Inventory and Order Materials for Teachers
Person: Mary Conway/Jim Bollenbacher
Activity: Gathering Materials and Resources for Teachers
- Apr 1, 2008:** Collect copies of unit planners
Person: Beth Young, Carrie Gaffney
Activity: Collect baseline data
- Apr 1, 2008:** Gather data from teachers through survey instrument
Person: Ann Mennonno
Activity: Collect baseline data
- Apr 30, 2008:** Have Brain Gym Leaders from the Middle School help to lead some of the activities.
Person: Jim Bollenbacher/Kristi Back
Activity: Classroom Support
- Apr 30, 2008:** Distribute information to all teachers about district training opportunities offered during the summer and the school year to learn about or review strategies for effectively teaching 6+1 Trait Writing.
Person: Jamilyn Bertsch
Activity: District Training for 6+1 Trait Writing
- Apr 30, 2008:** Information about the Summer Writing Institute will be distributed to teachers.
Person: Jim Bollenbacher
Activity: Summer Writing Institute
- May 15, 2008:** Provide a CD of music for Brain Gym Movement
Person: Jim Bollenbacher/Brian Hoover
Activity: Classroom Visual Aides/Materials
- May 15, 2008:** Teachers who select to attend the Summer Writing Institute will be registered.
Person: Jim Bollenbacher and Christine Collier
Activity: Summer Writing Institute
- May 20, 2008:** Provide a storage bin for the ABL equipment
Person: Terri Ann Vanes/Jim Bollenbacher
Activity: Classroom Visual Aides/Materials
- May 20, 2008:** Schedule summer dates for grade level teams to write curriculum
Person: Beth Young, Carrie Gaffney
Activity: Curriculum Writing
- Jun 30, 2008:** Teachers will attend the IPS Demystifyings Science Workshop
Person: Ann Mennonno
Activity: Demystifying Science Workshops
- Jun 30, 2008:** Teachers will attend the IPS Good Science/Good Writing summer institute
Person: Ann Mennonno
Activity: Good Science/Good Writing Summer Institute
- Jun 30, 2008:** Lead science teachers along with two other teachers from the building will attend the NETS Science Training at the University of Indianapolis
Person: Ann Mennonno
Activity: NETS Science Training
- Jul 1, 2008:** Teachers who are participating will attend Summer Writing Institute.
Person: Jim Bollenbacher
Activity: Summer Writing Institute

- Aug , 2008:** Classroom teachers will administer a science observation pre-test
Person: Ann Mennonno
Activity: Pre-Test/Post-Test
- Aug 1, 2008:** Training sessions with consultants will be scheduled for the school year.
Person: Chris Collier
Activity: Training Sessions with Consultants from the Writing Project
- Aug 13, 2008:** Schedule weekly team meetings during the school year to write and reflect on curriculum.
Person: Beth Young, Carrie Gaffney
Activity: Curriculum Writing
- Aug 13, 2008:** Assign mentors for new teachers
Person: Beth Young, Carrie Gaffney
Activity: Orientation and support for new teachers
- Aug 13, 2008:** Meet with new teachers to orient them with the International Baccalaureate programs
Person: Beth Young, Carrie Gaffney
Activity: Orientation and support for new teachers
- Aug 15, 2008:** Dates will be added to the school calendar and teachers will be informed of dates for training sessions.
Person: Chris Collier
Activity: Training Sessions with Consultants from the Writing Project
- Aug 20, 2008:** Survey on understanding and frequency of the activities being implemented in the classroom.
Person: Jim Bollenbacher
Activity: Collect baseline data
- Aug 30, 2008:** Distribute documentation form and resources to teachers.
Person: Jamilyn Bertsch
Activity: Communicate the Goal and Strategies
- Aug 30, 2008:** In a staff meeting, review with all teachers our goal to teach each trait this year and review strategies for effectively teaching traits in the context of writer's workshop.
Person: Jamilyn Bertsch
Activity: Communicate the Goal and Strategies
- Aug 30, 2008:** Organize book study groups
Person: Beth Young, Carrie Gaffney
Activity: Focused/book study groups
- Aug 30, 2008:** Select books that focus on curriculum writing and/or international education
Person: Beth Young, Carrie Gaffney
Activity: Focused/book study groups
- Aug 30, 2008:** Appoint grade level chairs to support each team
Person: Beth Young, Carrie Gaffney
Activity: Grade level chairs
- Aug 30, 2008:** Teachers will share with their teams of strategies and resources acquired during the Summer Writing Institute.
Person: Jamilyn Bertsch
Activity: Summer Writing Institute
- Aug 30, 2008:** Teachers will dedicate time in their team planning periods or a staff meeting to discuss problems and determine solutions related to their implementation of the Writing Workshop and use of the 6+1 Trait Writing model.
Person: Jamilyn Bertsch
Activity: Team Meetings to Discuss Problems and Determine Solutions
- Sep 1, 2008:** Develop a schedule and assign students to demo.
Person: Jim Bollenbacher/O Ambassador Leader
Activity: Incorporate Brain Gym Exercises into our weekly Community Meetings

- Sep 1, 2008:** Introduce one activity as part of our K/1 Gatherings
Person: Jim Bollenbacher/Bonnie Beaumont
Activity: Incorporate Brain Gym Exercises into our weekly Community Meetings
- Sep 15, 2008:** Provide a quick-easy reference guide that teachers can refer to for needed exercises.
Person: Mona Lies/Jim Bollenbacher
Activity: Classroom Support
- Sep 15, 2008:** Review with team implementation of brain gym activities during team meeting.
Person: Jim Bollenbacher and Mona Lies
Activity: Professional Development of Implementing Brain Gym Activities
- Sep 15, 2008:** Teachers implement unit planners at grade level/subject area per IB programme of inquiry
Person: Homeroom and subject level teachers
Activity: Teachers implement unit planners.
- Sep 30, 2008:** Teachers will participate in Good Science/Good Writing training in the building
Person: Ann Mennonno
Activity: Good Science/Good Writing In-Building Training
- Sep 30, 2008:** Learn and/or Review a Brain Gym Activity and application at a staff or team meeting.
Person: Jim Bollenbacher and Mona Lies
Activity: Professional Development of Implementing Brain Gym Activities
- Sep 30, 2008:** Coordinator and Principal observations of planner implementation
Person: Beth Young, Carrie Gaffney, Chris Collier
Activity: Teachers implement unit planners.
- Sep 30, 2008:** Guest teachers will be arranged to cover primary classrooms in the morning and intermediate classrooms in the afternoon so that teachers may attend half-day sessions for three days during each quarter.
Person: Christine Collier
Activity: Training Sessions with Consultants from the Writing Project
- Oct 15, 2008:** Arrange additional International Baccalaureate training for experienced teachers as needed
Person: Beth Young, Carrie Gaffney
Activity: International Baccalaureate training
- Oct 15, 2008:** Arrange International Baccalaureate training for all new teachers
Person: Beth Young, Carrie Gaffney
Activity: International Baccalaureate training
- Oct 15, 2008:** Arrange visits to authorized International Baccalaureate schools
Person: Beth Young, Carrie Gaffney
Activity: Site Visits
- Oct 27, 2008:** Teachers implement unit planners at grade level/subject area per IB programme of inquiry
Person: Homeroom and subject level teachers
Activity: Teachers implement unit planners.
- Oct 30, 2008:** Meet with grade level teams to reflect on planner implementation
Person: Beth Young, Carrie Gaffney
Activity: Teachers reflect on unit planners
- Oct 30, 2008:** Add to online archive of unit planners for teachers to reference
Person: Beth Young, Carrie Gaffney
Activity: Unit planner archive
- Dec 1, 2008:** Learn and/or Review a Brain Gym Activity and application at a staff or team meeting.
Person: Jim Bollenbacher and Mona Lies
Activity: Professional Development of Implementing Brain Gym Activities

- Dec 1, 2008:** Coordinator and Principal observations of planner implementation
Person: Beth Young, Carrie Gaffney, Chris Collier
Activity: Teachers implement unit planners.
- Dec 7, 2008:** Teachers implement unit planners at grade level/subject area per IB programme of inquiry
Person: Homeroom and subject level teachers
Activity: Teachers implement unit planners.
- Dec 15, 2008:** Collect copies of unit planners
Person: Beth Young, Carrie Gaffney
Activity: Collect first semester/trimester follow up data
- Dec 15, 2008:** Survey on the frequency of the activities being implemented in the classroom.
Person: Jim Bollenbacher
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** Gather data from teachers through survey instrument
Person: Ann Mennonno
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** Survey the HR/lang.arts teachers for the % who have taught all 6 traits of writing to their students
Person: Jamilyn Bertsch
Activity: Collect first semester/trimester follow up data
- Dec 31, 2008:** Meet with grade level teams to reflect on planner implementation
Person: Meet with grade level teams to reflect on planner implementation
Activity: Teachers reflect on unit planners
- Jan 18, 2009:** Teachers implement unit planners at grade level/subject area per IB programme of inquiry
Person: Homeroom and subject level teachers
Activity: Teachers implement unit planners.
- Feb 2, 2009:** Learn and/or Review a Brain Gym Activity and application at a staff or team meeting.
Person: Jim Bollenbacher and Mona Lies
Activity: Professional Development of Implementing Brain Gym Activities
- Feb 2, 2009:** Coordinator and Principal observations of planner implementation
Person: Beth Young, Carrie Gaffney, Chris Collier
Activity: Teachers implement unit planners.
- Mar 1, 2009:** Teachers implement unit planners at grade level/subject area per IB programme of inquiry
Person: Homeroom and subject level teachers
Activity: Teachers implement unit planners.
- Mar 4, 2009:** Meet with grade level teams to reflect on planner implementation
Person: Meet with grade level teams to reflect on planner implementation
Activity: Teachers reflect on unit planners
- Mar 30, 2009:** Gather data from teachers through survey instrument
Person: Ann Mennonno
Activity: Collect final semester/trimester follow up data
- Mar 30, 2009:** Survey the HR/lang.arts teachers for the % who have taught all 6 traits of writing to their students
Person: Jamilyn Bertsch
Activity: Collect final semester/trimester follow up data
- Apr 6, 2009:** Learn and/or Review a Brain Gym Activity and application at a staff or team meeting.
Person: Jim Bollenbacher and Mona Lies
Activity: Professional Development of Implementing Brain Gym Activities

- Apr 6, 2009:** Coordinator and Principal observations of planner implementation
Person: Beth Young, Carrie Gaffney, Chris Collier
Activity: Teachers implement unit planners.
- Apr 12, 2009:** Teachers implement unit planners at grade level/subject area per IB programme of inquiry
Person: Homeroom and subject level teachers
Activity: Teachers implement unit planners.
- May , 2009:** Classroom teachers will administer a science observation post-test to students
Person: Ann Mennonno
Activity: Pre-Test/Post-Test
- May , 2009:** Data will be collected from pre/post tests to show students science growth
Person: Ann Mennonno
Activity: Pre-Test/Post-Test
- May 1, 2009:** School administrators will attend the administrative support sessions offered by the consultant.
Person: Christine Collier
Activity: Training Sessions with Consultants from the Writing Project
- May 1, 2009:** Teachers will participate in training sessions.
Person: Christine Collier
Activity: Training Sessions with Consultants from the Writing Project
- May 6, 2009:** Meet with grade level teams to reflect on planner implementation
Person: Meet with grade level teams to reflect on planner implementation
Activity: Teachers reflect on unit planners
- May 15, 2009:** Collect copies of unit planners
Person: Beth Young, Carrie Gaffney
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Survey on the frequency of the activities being implemented in the classroom
Person: Jim Bollenbacher
Activity: Collect final semester/trimester follow up data
- May 20, 2009:** Teachers who would like to pursue more professional development sign up and participate in district training opportunities offered during the summer and school year.
Person: Jamilyn Bertsch
Activity: District Training for 6+1 Trait Writing

Parent Involvement

- Mar 20, 2008:** Record number of home visits by parent liaison
Person: Parent Liaison
Activity: Collect final semester/trimester follow up data
- Mar 20, 2008:** Record number of parent workshops and help sessions offered and completed
Person: Parent Liaison
Activity: Collect final semester/trimester follow up data
- May 20, 2008:** Record number of parent volunteers and the number of hours they volunteer
Person: Parent Volunteer Coordinator/PTSA
Activity: Collect baseline data
- Aug 18, 2008:** Orient Parent Liaison to their role and job duties before they start working
Person: Principal, Social Worker, Title I staff
Activity: Parent Liaison

Aug 18, 2008: Implement Three for Me program

Person: Parent liaison and PTSA

Activity: Parent Volunteers

Aug 18, 2008: Maintain volunteer sign in sheets to track parent volunteerism

Person: LaTanya Smith

Activity: Parent Volunteers

Aug 28, 2008: Parent liaison will collaborate with Social Worker to avoid overlap of job duties

Person: Parent Liaison, Social Worker

Activity: Parent Liaison

Sep 1, 2008: Record number of home visits by parent liaison

Person: Parent Liaison

Activity: Collect baseline data

Sep 1, 2008: Record number of parent help sessions and workshops offered and completed

Person: Parent Liaison

Activity: Collect baseline data

Sep 1, 2008: Attend professional development workshops when offered August-May

Person: Parent Liaison

Activity: Parent Liaison Professional Development

Sep 1, 2008: Locate community resources for professional development activities on home visitation, peer support and other pertinent topics

Person: Parent Liaison, Social Worker Principal

Activity: Parent Liaison Professional Development

Sep 1, 2008: Communicate the goals of the Three for Me program through the school handbook and newsletter

Person: Principal

Activity: Parent Volunteers

Sep 11, 2008: Teachers will be oriented to role and job duties of Parent Liaison during staff meeting in the fall

Person: Principal

Activity: Parent Liaison

Sep 15, 2008: Hire parent liaison

Person: Principal; Title I staff

Activity: Parent Liaison

Sep 18, 2008: Choose volunteer coordinator and committee from active PTSA members

Person: PTSA President and Parent liaison

Activity: Parent Volunteers

Sep 18, 2008: Volunteer coordinators will work with staff to determine areas of need that parents can fill

Person: Grade level teachers; Principal;

Activity: Parent Volunteers

Sep 30, 2008: Find location for parent liaison office at CFI

Person: Principal/asst. principal

Activity: Parent Liaison

Sep 30, 2008: Introduce parent liaison to staff

Person: Principal/asst. principal

Activity: Parent Liaison

Sep 30, 2008: Orient prospective parents to CFI parent expectations

Person: Parent liaison

Activity: Parent Liaison

- Sep 30, 2008:** Survey the staff to determine area of volunteer need
Person: Parent Volunteer coordinator and Parent liaison
Activity: Parent Volunteers
- Oct 1, 2008:** Assist magnet directors in organizing magnet fair and with follow up until December 1, 2008
Person: Beth Young, Carrie Gaffney, Parent Liaison
Activity: Parent Liaison
- Oct 10, 2008:** Develop a list of volunteer opportunities within the classroom and school
Person: Parent Volunteer coordinator and Parent Liaison
Activity: Parent Volunteers
- Oct 20, 2008:** Maintain volunteer sign in sheets to track parent volunteerism
Person: LaTanya Smith
Activity: Parent Volunteers
- Oct 22, 2008:** Provide opportunities to parents to sign up for volunteer activities within the classroom and school
Person: Home room teachers and Parent Liaison
Activity: Parent Volunteers
- Oct 26, 2008:** Introduce parent liaison to parents at PTSA meeting or Ice Cream Social and other family night activities in the Fall.
Person: Principal and Assistant Principal
Activity: Parent Liaison
- Oct 26, 2008:** Orient teachers to their role with the Three for Me parent volunteer program in the Fall
Person: Principal, Parent Liaison
Activity: Parent Volunteers
- Oct 26, 2008:** Arrange time with principal and parent liaison to inservice teachers on parent liaison role and Three for Me program
Person: Principal, Parent liaison
Activity: Teacher Inservice on Parent Involvement
- Oct 26, 2008:** Define parent involvement for teachers and other school staff members and discuss their role in supporting the parent liaison.
Person: Principal, Social Worker, Parent Liaison
Activity: Teacher Inservice on Parent Involvement
- Oct 28, 2008:** Make home visits 5 times monthly
Person: Parent Liaison
Activity: Parent Liaison
- Oct 31, 2008:** Address and work to resolve parent concerns
Person: Parent liaison
Activity: Parent Liaison
- Oct 31, 2008:** Coordinate events and programs that support parental and community involvement in student learning
Person: Parent liaison
Activity: Parent Liaison
- Oct 31, 2008:** Identify resources and services in the community that strengthen school programs, family practices, and student learning
Person: Parent liaison
Activity: Parent Liaison
- Oct 31, 2008:** Provide learning resources for parents to use to support child's learning
Person: Parent liaison
Activity: Parent Liaison

- Oct 31, 2008:** Provide parent help sessions for homework support
Person: Parent liaison
Activity: Parent Liaison
- Oct 31, 2008:** Provide parent help sessions for project help for students
Person: Parent liaison
Activity: Parent Liaison
- Oct 31, 2008:** Recruit parent volunteers during school activities
Person: Parent liaison
Activity: Parent Liaison
- Oct 31, 2008:** Use home visits to deliver workshop materials to parents
Person: Parent liaison
Activity: Parent Liaison
- Oct 31, 2008:** Utilize home visit to conduct mini workshop for parent support for student-specific learning needs
Person: Parent liaison
Activity: Parent Liaison
- Oct 31, 2008:** Utilize home visits to provide orientation to school for parents
Person: Parent liaison
Activity: Parent Liaison
- Nov 28, 2008:** Make home visits 5 times monthly
Person: Parent Liaison
Activity: Parent Liaison
- Dec 20, 2008:** Record number of home visits by parent liaison
Person: Parent Liaison
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** Record number of parent help sessions and workshops completed
Person: Parent Liaison
Activity: Collect first semester/trimester follow up data
- Dec 20, 2008:** Record parent volunteers and number of hours they volunteer
Person: Parent volunteer coordinator/PTSA
Activity: Collect first semester/trimester follow up data
- Dec 21, 2008:** Maintain volunteer sign in sheets to track parent volunteerism
Person: LaTanya Smith
Activity: Parent Volunteers
- Dec 28, 2008:** Make home visits 5 times monthly
Person: Parent Liaison
Activity: Parent Liaison
- Jan 1, 2009:** Address and work to resolve parent concerns
Person: Parent liaison
Activity: Parent Liaison
- Jan 1, 2009:** Coordinate events and programs that support parental and community involvement in student learning
Person: Parent liaison
Activity: Parent Liaison
- Jan 1, 2009:** Identify resources and services in the community that strengthen school programs, family practices, and student learning
Person: Parent liaison
Activity: Parent Liaison

- Jan 1, 2009:** Provide learning resources for parents to use to support child's learning
Person: Parent liaison
Activity: Parent Liaison
- Jan 1, 2009:** Provide parent help sessions for homework support
Person: Parent liaison
Activity: Parent Liaison
- Jan 1, 2009:** Provide parent help sessions for project help for students
Person: Parent liaison
Activity: Parent Liaison
- Jan 1, 2009:** Recruit parent volunteers during school activities
Person: Parent liaison
Activity: Parent Liaison
- Jan 1, 2009:** Use home visits to deliver workshop materials to parents
Person: Parent liaison
Activity: Parent Liaison
- Jan 1, 2009:** Utilize home visit to conduct mini workshop for parent support for student-specific learning needs
Person: Parent liaison
Activity: Parent Liaison
- Jan 1, 2009:** Utilize home visits to provide orientation to school for parents
Person: Parent liaison
Activity: Parent Liaison
- Jan 28, 2009:** Make home visits 5 times monthly
Person: Parent Liaison
Activity: Parent Liaison
- Feb 22, 2009:** Maintain volunteer sign in sheets to track parent volunteerism
Person: LaTanya Smith
Activity: Parent Volunteers
- Feb 28, 2009:** Make home visits 5 times monthly
Person: Parent Liaison
Activity: Parent Liaison
- Mar 5, 2009:** Address and work to resolve parent concerns
Person: Parent liaison
Activity: Parent Liaison
- Mar 5, 2009:** Coordinate events and programs that support parental and community involvement in student learning
Person: Parent liaison
Activity: Parent Liaison
- Mar 5, 2009:** Identify resources and services in the community that strengthen school programs, family practices, and student learning
Person: Parent liaison
Activity: Parent Liaison
- Mar 5, 2009:** Provide learning resources for parents to use to support child's learning
Person: Parent liaison
Activity: Parent Liaison
- Mar 5, 2009:** Provide parent help sessions for homework support
Person: Parent liaison
Activity: Parent Liaison

- Mar 5, 2009:** Provide parent help sessions for project help for students
Person: Parent liaison
Activity: Parent Liaison
- Mar 5, 2009:** Recruit parent volunteers during school activities
Person: Parent liaison
Activity: Parent Liaison
- Mar 5, 2009:** Use home visits to deliver workshop materials to parents
Person: Parent liaison
Activity: Parent Liaison
- Mar 5, 2009:** Utilize home visit to conduct mini workshop for parent support for student-specific learning needs
Person: Parent liaison
Activity: Parent Liaison
- Mar 5, 2009:** Utilize home visits to provide orientation to school for parents
Person: Parent liaison
Activity: Parent Liaison
- Mar 20, 2009:** Record parent volunteers and number of hours they volunteer
Person: Parent Volunteer Coordinator/PTSA
Activity: Collect final semester/trimester follow up data
- Mar 28, 2009:** Make home visits 5 times monthly
Person: Parent Liaison
Activity: Parent Liaison
- Apr 26, 2009:** Maintain volunteer sign in sheets to track parent volunteerism
Person: LaTanya Smith
Activity: Parent Volunteers
- Apr 28, 2009:** Make home visits 5 times monthly
Person: Parent Liaison
Activity: Parent Liaison
- May 7, 2009:** Address and work to resolve parent concerns
Person: Parent liaison
Activity: Parent Liaison
- May 7, 2009:** Coordinate events and programs that support parent and community involvement in student learning
Person: Parent liaison
Activity: Parent Liaison
- May 7, 2009:** Identify resources and services in the community that strengthen school programs, family practices, and student learning
Person: Parent liaison
Activity: Parent Liaison
- May 7, 2009:** Provide learning resources for parents to use to support child's learning
Person: Parent liaison
Activity: Parent Liaison
- May 7, 2009:** Provide parent help sessions for homework support
Person: Parent liaison
Activity: Parent Liaison
- May 7, 2009:** Provide parent help sessions for project help for students
Person: Parent liaison
Activity: Parent Liaison

May 7, 2009: Recruit parent volunteers during school activities

Person: Parent liaison

Activity: Parent Liaison

May 7, 2009: Use home visit to deliver workshop materials to parents

Person: Parent liaison

Activity: Parent Liaison

May 7, 2009: Utilize home visit to conduct mini workshop for parent support for student-specific learning needs

Person: Parent liaison

Activity: Parent Liaison

May 7, 2009: Utilize home visits to provide orientation to school for parents

Person: Parent liaison

Activity: Parent Liaison

May 28, 2009: Make home visits 5 times monthly

Person: Parent Liaison

Activity: Parent Liaison

Safe and Disciplined Learning Environment

Mar 24, 2008: Staff will tally student behaviors in their rooms. Resource and student teachers will assist teachers in this task.

Person: all teachers and staff

Activity: Assessment of Student Behaviors Across Grades

Apr 14, 2008: Gather student behavior data from staff

Person: Maysee Herr

Activity: Assessment of Student Behaviors Across Grades

Apr 15, 2008: Action research task force will analyze data and establish findings.

Person: Task force

Activity: Assessment of Student Behaviors Across Grades

Apr 24, 2008: Provide report of findings to staff members during staff meeting.

Person: Maysee Herr

Activity: Assessment of Student Behaviors Across Grades

Apr 29, 2008: Task force will meet to discuss what steps need to be taken given our findings.

Person: Maysee Herr

Activity: Assessment of Student Behaviors Across Grades

Aug 30, 2008: Self-selected teachers will apply action research findings within their classroom

Person: Task force

Activity: Assessment of Student Behaviors Across Grades

Sep 30, 2008: Monthly meetings to discuss the research findings and implementation of practice

Person: Task force

Activity: Assessment of Student Behaviors Across Grades

Oct 30, 2008: Monthly meetings to discuss the research findings and implementation of practice

Person: Task force

Activity: Assessment of Student Behaviors Across Grades

Nov 1, 2008: Self-selected teachers will apply action research findings within their classroom

Person: Task force

Activity: Assessment of Student Behaviors Across Grades

Nov 30, 2008: Monthly meetings to discuss the research findings and implementation of practice

Person: Task force

Activity: Assessment of Student Behaviors Across Grades

- Dec 30, 2008:** Monthly meetings to discuss the research findings and implementation of practice
Person: Task force
Activity: Assessment of Student Behaviors Across Grades
- Jan 2, 2009:** Self-selected teachers will apply action research findings within their classroom
Person: Task force
Activity: Assessment of Student Behaviors Across Grades
- Jan 30, 2009:** Monthly meetings to discuss the research findings and implementation of practice
Person: Task force
Activity: Assessment of Student Behaviors Across Grades
- Mar 2, 2009:** Monthly meetings to discuss the research findings and implementation of practice
Person: Task force
Activity: Assessment of Student Behaviors Across Grades
- Mar 6, 2009:** Self-selected teachers will apply action research findings within their classroom
Person: Task force
Activity: Assessment of Student Behaviors Across Grades
- Apr 2, 2009:** Monthly meetings to discuss the research findings and implementation of practice
Person: Task force
Activity: Assessment of Student Behaviors Across Grades
- May 2, 2009:** Monthly meetings to discuss the research findings and implementation of practice
Person: Task force
Activity: Assessment of Student Behaviors Across Grades
- May 8, 2009:** Self-selected teachers will apply action research findings within their classroom
Person: Task force
Activity: Assessment of Student Behaviors Across Grades

School-Parent Compact

- Apr 14, 2008:** Work with SBDM committee and PTSA board to develop the parent compact.
Person: Chris Collier
Activity: Develop and Communicate the Parent Compact
- Apr 14, 2008:** Hold an information session regarding Title 1 requirements in regards to the Parent Compact
Person: Chris Collier
Activity: Information to staff
- Aug 1, 2008:** Print copies of the compact.
Person: Chris Collier
Activity: Develop and Communicate the Parent Compact
- Aug 15, 2008:** Distribute the compact to parents via student folders and online group
Person: Chris Collier
Activity: Develop and Communicate the Parent Compact
- Sep 1, 2008:** Secure signatures of all parents and students
Person: Chris Collier
Activity: Develop and Communicate the Parent Compact
- Nov 1, 2008:** Complete the district report and deliver to IPS Title 1 office
Person: Chris Collier
Activity: Develop and Communicate the Parent Compact

Targeted Assistance

Mar , 2008: Identify targeted students and meet with teachers of targeted students to confirm who is and who is not participating in tutoring programs which specifically address the identified areas in need of improvement.

Person: Jamilyn Bertsch

Activity: Collect baseline data

Mar , 2008: Distribute list of targeted students to their homeroom and special education teachers.

Person: Jamilyn Bertsch

Activity: Identify Targeted Students

Mar , 2008: Identify students who receive free or reduced-priced lunches and did not pass either the math or language portion of the ISTEP or both portions of the ISTEP in fall 2007.

Person: Jamilyn Bertsch

Activity: Identify Targeted Students

May , 2008: Meet with teachers of targeted students to confirm who is and who is not participating in tutoring programs which specifically address the identified areas in need of improvement.

Person: Jamilyn Bertsch

Activity: Collect final semester/trimester follow up data

Aug , 2008: Meet with teachers of targeted students to communicate our goal to have every targeted student participate in an extended learning opportunity through tutoring which aligns with each student's academic needs.

Person: Jamilyn Bertsch

Activity: Communicate the Strategy Goal to Teachers

Sep , 2008: Meet with teachers of targeted students to establish a list of areas on which tutors should focus based on ISTEP scores and evidence from classroom learning tasks.

Person: Jamilyn Bertsch

Activity: Analyze the Alignment of Tutoring Opportunities with Students' Needs

Sep , 2008: Meet with tutors to communicate our goal to have every targeted student participate in an extended learning opportunity through tutoring which aligns with each student's academic needs.

Person: Jamilyn Bertsch

Activity: Communicate the Strategy Goal to Teachers

Oct , 2008: Meet with each teacher of a targeted student and tutors in the fall and spring to identify problems and find solutions.

Person: Jamilyn Bertsch

Activity: Problem Solving

Dec , 2008: Meet with each tutor to develop a strategy which will meet the individual needs of each targeted student.

Person: Jamilyn Bertsch

Activity: Analyze the Alignment of Tutoring Opportunities with Students' Needs

Dec , 2008: Meet with teachers of targeted students to confirm who is and who is not participating in tutoring programs which specifically address the identified areas in need of improvement.

Person: Jamilyn Bertsch

Activity: Collect first semester/trimester follow up data

Dec , 2008: Distribute the new list of targeted students to their homeroom and special education teachers.

Person: Jamilyn Bertsch

Activity: Identify Targeted Students

Dec , 2008: Identify students who receive free or reduced-priced lunches and did not pass either the math or language portion of the ISTEP or both portions of the ISTEP in fall 2008.

Person: Jamilyn Bertsch

Activity: Identify Targeted Students

Jan , 2009: Meet with tutors to discuss progress in the first semester based on the previously established strategy and revise the strategy for the second semester based on teacher input, ISTEP scores from fall 2008, and classroom performance.

Person: Jamilyn Bertsch

Activity: Analyze the Alignment of Tutoring Opportunities with Students' Needs

Feb , 2009: Meet with each teacher of a targeted student and tutors in the fall and spring to identify problems and find solutions.

Person: Jamilyn Bertsch

Activity: Problem Solving

May , 2009: Meet with tutors to create a piece of final documentation which describes the students' progress and their work throughout the year.

Person: Jamilyn Bertsch

Activity: Analyze the Alignment of Tutoring Opportunities with Students' Needs

Teacher Mentoring Program

Mar 19, 2008: Collect data from the 2007-08 year

Person: Joe Turner

Activity: Collect baseline data

Aug 15, 2008: Eleviate apprehension by ensuring teachers of the non-evaluative status of walkthroughs.

Person: Chris Collier and Joe Turner

Activity: Provide Information

Aug 15, 2008: Give teachers a schedule of the monthly focus for walkthroughs at the beginning of the year.

Person: Chris Collier and Joe Turner

Activity: Provide Information

Aug 15, 2008: Provide information about the mentoring process following walkthroughs.

Person: Chris Collier and Joe Turner

Activity: Provide Information

Aug 30, 2008: Principals will prepare to mentor identified teachers per focus area.

Person: Chris Collier and Joe Turner

Activity: Mentor teachers identified through walk-through

Sep 30, 2008: Mentor teachers in identified focus area as identified in walk-through

Person: Chris Collier and Joe Turner

Activity: Mentor teachers identified through walk-through

Sep 30, 2008: Principal Walkthrough with a focus on the environment.

Person: Chris Collier and Joe Turner

Activity: Principal Walkthrough with monthly focus

Oct 30, 2008: Mentor teachers in identified focus area as identified in walk-through

Person: Chris Collier and Joe Turner

Activity: Mentor teachers identified through walk-through

Oct 30, 2008: Principal Walkthrough with a focus on curriculum.

Person: Chris Collier and Joe Turner

Activity: Principal Walkthrough with monthly focus

Nov 30, 2008: Mentor teachers in identified focus area as identified in walk-through

Person: Chris Collier and Joe Turner

Activity: Mentor teachers identified through walk-through

Nov 30, 2008: Principal walkthrough with a focus on instructional practice.

Person: Chris Collier and joe Turner

Activity: Principal Walkthrough with monthly focus

Dec 20, 2008: Collect data from walkthroughs

Person: Joe Turner

Activity: Collect first semester/trimester follow up data

- Dec 20, 2008:** Principal Walkthrough with a focus on the learner.
Person: Chris Collier and Joe Turner
Activity: Principal Walkthrough with monthly focus
- Dec 30, 2008:** Mentor teachers in identified focus area as identified in walk-through
Person: Chris Collier and Joe Turner
Activity: Mentor teachers identified through walk-through
- Jan 30, 2009:** Mentor teachers in identified focus area as identified in walk-through
Person: Chris Collier and Joe Turner
Activity: Mentor teachers identified through walk-through
- Jan 30, 2009:** Principal Walkthrough with a focus on the environment.
Person: Chris Collier and Joe Turner
Activity: Principal Walkthrough with monthly focus
- Feb 28, 2009:** Mentor teachers in identified focus area as identified in walk-through
Person: Chris Collier and Joe Turner
Activity: Mentor teachers identified through walk-through
- Feb 28, 2009:** Principal Walkthrough with a focus on differentiation.
Person: Chris Collier and Joe Turner
Activity: Principal Walkthrough with monthly focus
- Mar 30, 2009:** Collect data from walkthroughs
Person: Joe Turner
Activity: Collect final semester/trimester follow up data
- Mar 30, 2009:** Mentor any teachers identified through monthly walkthroughs in the focus area of the walkthrough.
Person: Chris Collier and Joe Turner
Activity: Mentor teachers identified through walk-through
- Mar 30, 2009:** Principal walkthrough with a focus on analyzing data.
Person: Chris Collier and Joe Turner
Activity: Principal Walkthrough with monthly focus

Technology Coordination

- Oct 15, 2008:** Provides training to new and self-selected staff on equipment and applications available including Smart Board, I-movie, etc.
Person: Kristin Marley
Activity: Media Specialist provides technology training to staff
- Oct 30, 2008:** Provides ANGEL 7.2 training workshop for staff
Person: Kristin Marley
Activity: Media Specialist provides technology training to staff
- Oct 30, 2008:** Provides IPS Media eResources training workshop for staff
Person: Kristin Marley
Activity: Media Specialist provides technology training to staff
- Nov 30, 2008:** Association of Indiana Media Educators Annual Conference
Person: Kristin Marley
Activity: Media Specialist attends professional conferences that focus on technology & education
- Jan 30, 2009:** Indiana Computer Educators Annual Conference
Person: Kristin Marley
Activity: Media Specialist attends professional conferences that focus on technology & education

TESA

Mar 19, 2008: Collect data from teachers

Person: Becky Marciniak

Activity: Collect baseline data

Mar 20, 2008: Enter data

Person: Becky Marciniak

Activity: Collect baseline data

May 28, 2008: Provide an overview of TESA to all teachers

Person: Becky Marciniak

Activity: TESA Training for Teachers

Aug 1, 2008: Develop a schedule that allows for observation time.

Person: Chris Collier

Activity: Find time for peer observations

Aug 15, 2008: Communicate the schedule and expectation for observation to the teachers.

Person: Becky Marciniak

Activity: Find time for peer observations

Sep 24, 2008: Match teacher partners for observation of components

Person: Becky Marciniak

Activity: Peer Observation of TESA components

Sep 25, 2008: Trainer of Trainer review

Person: Becky Marciniak and Chris Collier

Activity: Trainer of Trainer meetings

Sep 30, 2008: Prepare observation logs for teachers

Person: Becky Marciniak

Activity: Teacher Materials

Sep 30, 2008: Prepare teacher materials for training

Person: Becky Marciniak

Activity: Teacher Materials

Nov 12, 2008: Peer Observation of component 1

Person: all teachers

Activity: Peer Observation of TESA components

Nov 12, 2008: Training for component 1

Person: Becky Marciniak

Activity: TESA Training for Teachers

Nov 13, 2008: Trainer of Trainer review

Person: Becky Marciniak and Chris Collier

Activity: Trainer of Trainer meetings

Dec 20, 2008: Collect data from teachers

Person: Becky Marciniak

Activity: Collect first semester/trimester follow up data

Jan 10, 2009: Enter data

Person: Becky Mariniak

Activity: Collect first semester/trimester follow up data

Jan 14, 2009: Peer Observation of component 2

Person: all teachers

Activity: Peer Observation of TESA components

Jan 14, 2009: Training for component 2
Person: Becky Marciniak
Activity: TESA Training for Teachers

Jan 15, 2009: Trainer of Trainer review
Person: Becky Marciniak and Chris Collier
Activity: Trainer of Trainer meetings

Mar 11, 2009: Peer Observation of component 3
Person: all teachers
Activity: Peer Observation of TESA components

Mar 11, 2009: Training for component 3
Person: Becky Marciniak
Activity: TESA Training for Teachers

Mar 12, 2009: Trainer of Trainer review
Person: Becky Marciniak and Chris Collier
Activity: Trainer of Trainer meetings

Apr 15, 2009: Peer Observation of component 4
Person: all teachers
Activity: Peer Observation of TESA components

Apr 15, 2009: Training for component 4
Person: Becky Marciniak
Activity: TESA Training for Teachers

Apr 16, 2009: Trainer of Trainer review
Person: Becky Marciniak and Chris Collier
Activity: Trainer of Trainer meetings

May 14, 2009: Training for component 5
Person: Becky Marciniak
Activity: TESA Training for Teachers

May 20, 2009: Collect data from teachers
Person: Becky Marciniak
Activity: Collect final semester/trimester follow up data

May 27, 2009: Training for component 6
Person: Becky Marciniak
Activity: TESA Training for Teachers

May 28, 2009: Peer Observation of component 5
Person: all teachers
Activity: Peer Observation of TESA components

May 28, 2009: Peer Observation of component 6
Person: all teachers
Activity: Peer Observation of TESA components

May 30, 2009: Enter data
Person: Becky Marciniak
Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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

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