

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

**May 22, 2009 12:41:42**

### **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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# 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 Schoolwide
- NCA

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

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

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

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

## **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

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

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

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

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- -
- 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
- Bonnie Beaumont
- Jamilyn Bertsch
- Christine Collier
- Anthony Heiter
- Becky Marciniak
- Ann Mennonno
- Dawn Merrill
- Patsy Mazingo
- Cassie robbins
- Patrice Shebeck
- Tracey Tarr
- Joe Turner
- Beth Young

## Community Council

- Preston Adams - Minister, Dr. P. Adams
- Jeb Bardon - Small business owner
- Peter Boerger - Economic Consultant
- Monica Bopp - Teacher
- John Brandon - President
- Jonathan Carpenter - Director M/WBE Program
- Mary Carter - CNA
- Kathy Davis
- Donata Duffy
- Jayne During - Owner
- Kazuha Edwards - Human Resources
- Justine Gonzalez - IPS Reading Coach
- 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

- Randy Jones - VP
- Nils (Buster) Landin - Cartographer
- Mary Lowe - Special Ed. Supervisor
- Jimmie McMillian - Lawyer
- Rebecca Mueller
- Anne Ociepka - University Professor
- Nancy Ruschman - Coordinator
- Elizabeth Ryan
- Tawn Spicklemire - Editor
- Debbie Taggart - self-employed
- Ralph Taylor - Program Officer
- Lynn Williams - Advertising

# 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.

### 5th grade students - % passing Science ISTEP (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56.5%	56.5%	68%	70%	65%	70%		75%		80%		100

### 7th grade students - % passing Science ISTEP (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	53.3%	53.3%	56%	58%	58%	62%		66%		70%		100

### All Students - Pass E/LA and Math ISTEP (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78.1		81.4	83	81.6	85		90		95		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78.1%	78.1%	81.4%	83%		86%		90%		95		100

### All students tested - % Pass Plus ISTEP Lang Arts (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			13.4%	13.4%	13.18%	20%		25%		30		100%

**All students tested - % Pass Plus Math ISTEP (seat data)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			20.1%	20.1%	26.81%	30%		33%		36%		100%

**All students tested - % passing Reading Vocabulary (seat data)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					78.6	85		90		95		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57	57	51.4%	60		63		67		75		100

**Special Education Students - % Passing Math ISTEP**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57	57	51.4%	60%		63		67		75		100

**Students on Free and Reduced Lunch - % passing Language Arts ISTEP (seat data)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			73%	77%	71.2%	80%		85%		92		100%

**Students on Free and Reduced Lunch - % passing Math ISTEP (seat data)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			77.5%	80%	74.4%	84%		87%		95		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: Exceptional Learners - Gifted**

**Concern: Exceptional Learners - Special Education**

**Concern: Cultural Competency**

**Concern: Teacher feedback and decision making**

IPS required

**Concern: Student Graduation Planning**

IPS required due to state requirement

## Required Areas of Concern

**A. Parent Involvement**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**J. Instruction by Highly Qualified Teachers**

**K. Attracting Highly Qualified Teachers**

**L. Early Childhood Transition**

**M. Parent Notice - Assessment Results**

**Q. School-Parent Involvement Policy**

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

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

**S. School-Parent Compact**

**T. Annual Parent Meeting**

**U. Focused Student Group**

**W. Timely Additional Assistance**

# Strategies

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

## Local Strategies

### **AA. Teacher Expectations and Student Achievement (TESA) - (IPS required) —**

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

### **BB. Administrator Walkthroughs (IPS required) —**

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

### **CC. Predictor Assessments (IPS required) —**

Teachers will administer three predictor assessments in Math, Language Arts, Science, and Social Studies throughout the school year. End of unit assessments are given to accompany IB units and additional units. CFI has a waiver regarding the IPS pacing guide and end of semester tests.

### **DD. Student Graduation Plan (IPS required due to DOE requirement) —**

The school will develop and require a Graduation Plan for students in grades 6 through 8 and update annually.

### **HH. Cultural Competency: Building Relationships and Understanding Ourselves and Others —**

The staff will engage in discussions and shared experiences that build knowledge and understanding of their own culture and the culture of others as they build personal and professional relationships throughout the school year, Aug-May.

### **II. High Ability Students —**

The grade level cluster teachers will differentiate instruction within teaching units to ensure the success of high ability students, Aug -May.

## Required Strategies

### **A. Parent Involvement: "Three for Me" Parent Volunteer Initiative —**

The school will provide parents with the opportunity to donate a minimum of 3 hours of service to the school during the school year, Aug- May.

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

A Parent Liaison provides information, peer support, and training for parents in IPS through 1) a minimum of 5 home visits per month, 2) phone calls to homes, and 3) workshops throughout the school year, August-May.

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

Tier III and IV Leadership teams will present to staff members the consensus/pacing maps and individual maps for Language Arts. Teachers will be instructed how to add to the individual maps so that it becomes the teachers' lesson plans for Language Arts throughout each week during the school year, August-May. CFI staff will use the IB version of the mapping software and will map the IB unit studies in addition to language arts units of instruction.

**F. Encourage Rigorous Curriculum: Foreign Language Study —**

As part of the school's IB program, the school will provide foreign language study for all students in grades K-8 during the school year. Students in grades K-6 will receive exposure to language and culture in two languages. Students in grades 7-8 will work toward fluency in one language throughout the school year.

**F. Encourage Rigorous Curriculum: Promoting Algebra 1 for 8th grade —**

The school will pre-test and place students who are eligible in Algebra 1 in the fall of 2009.

**I. Focused Academic Area: Science: Best Practices —**

CFI teachers will work collaboratively throughout the school year, Aug - May, to implement best practices in Science with a primary emphasis on Concept Mapping.

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

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

**K. Attracting Highly Qualified Teachers —**

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

**L. Early Childhood Transition: Parent Orientation and Meeting for Success —**

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

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

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

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

The school, working with the SBDM committee and PTSA, will review and revise our school-parent involvement policy and communicate the policy to all parents in writing and at an informational meeting. The school will continue to implement the Title I Parent Involvement Policy throughout the school year, August-May.

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

At the beginning of the school year, the school will verify that the IPS District has sent a Parent Right-to-Know letter regarding teacher qualifications.

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

The school will send home a notice if children are not being taught by a highly qualified teacher throughout the school year, August-May.

**S. School-Parent Compact —**

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

**T. Annual Parent Meeting —**

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

**U. Focused Student Group: Free and Reduced Lunch group: 5-5-3-3-Strategies —**

Teachers will implement in their daily instructional practices across the curriculum with a focus in language arts and math the 5-5-3-3 District-Wide Strategies: 5 Comprehension strategies, 5 Vocabulary strategies, 3 Test-Taking strategies, and 3 Writing strategies through the school year, Aug-May.

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

The teaching staff, under the guidance of the special education teachers, will develop differentiated instructional tasks and assessments within the IB programme planners to be implemented throughout the school year to students identified as special needs learners.

**W. Timely Additional Assistance: BBT and Title I plans for service —**

Teachers will schedule additional minutes of intervention/remediation time into their daily instructional time for students and/or after school whose score indicates the need for extra help based on Dibels, SRI, or Predictor Assessments. Identified students may receive help through a Response to Intervention (RTI) plan, a BBT developed action plan, or Title 1 plan.

# Professional Development

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

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

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

## AA. Teacher Expectations and Student Achievement (TESA) - (IPS required)

Professional Development Activity	Funding	Activity Purpose
<i>Review Strategies</i>	Source: NA Amount: \$0	Refinement
Brief Description	Intended Participants	Activity Format
Strategy chairs (school level TESA trainers) will lead staff in a review of all TESA strategies and coding. Teachers will have an opportunity to engage in further peer coaching.	Teachers	Peer Coaching

## CC. Predictor Assessments (IPS required)

Professional Development Activity	Funding	Activity Purpose
<i>Support in Using Data to Improve Instruction</i>	Source: NA Amount: \$0	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Principals receive support at principal meetings in interpreting predictor assessment results and then, in turn, assist the teachers during team meetings.	Teachers Administrators	Talk to Collaborative Problem Solving

## DD. Student Graduation Plan (IPS required due to DOE requirement)

No professional development is needed for this strategy.

## HH. Cultural Competency: Building Relationships and Understanding Ourselves and Others

Professional Development Activity	Funding	Activity Purpose
<i>Cultural Competency workshops facilitated by Peace Learning Center</i>	Source: school PD budget and/or grant Amount: \$to be determined	Skill Building
Brief Description	Intended Participants	Activity Format
The Peace Learning Center staff will lead 3 workshops that have been designed around topics of our staff's choice.	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Cultural Competency Measurement</i>	Source: school PD budget Amount: \$10 per teacher	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Pat Payne will administer the IDI tool to each teacher and teachers will receive their results with information about their own level of cultural competency. At the end of the year, teachers will self-reflect on their personal growth in the areas measured.	Teachers Counselors Administrators	Talk to Presentation/Workshop Reflective Writing

## II. High Ability Students

Professional Development Activity	Funding	Activity Purpose
<i>Resources</i>	Source: school and district PD budget Amount: \$to be determined	Information Skill Building
Brief Description	Intended Participants	Activity Format
A resource library of support materials is established for our teachers (this will include access to district materials). A brochure of ideas and tips for differentiating lessons is given to the teachers each grading period.	Teachers	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Support for Differentiation</i>	Source: NA Amount: \$0	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Two workshops to assist teachers in ways to identify appropriate strategies for differentiation.	Teachers	Presentation/Workshop Collaborative Problem Solving

## A. Parent Involvement: "Three for Me" Parent Volunteer Initiative

Professional Development Activity	Funding	Activity Purpose
<i>Effective use of volunteer training for teachers</i>	Source: NA Amount: \$0	Feedback/Support
Brief Description	Intended Participants	Activity Format
Email communication and staff meeting sharing of ideas and tips for effective ways to use volunteers within the classroom.	Teachers Administrators	Talk to Collaborative Problem Solving

## A. Parent Involvement: Parent Liaison

Professional Development Activity	Funding	Activity Purpose
<i>Title I Parent Liaison Support Sessions</i>	Source: Title I - district level Amount: \$unknown	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Parent Liaison attends district support sessions to prepare for workshops to be conducted for parents at the school site.	Other	Presentation/Workshop Collaborative Problem Solving

## F. Encourage Rigorous Curriculum: Curriculum Mapping: IB curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Training in Rubicon Atlas software- IB version</i>	Source: district funds Amount: \$unknown	Skill Building
Brief Description	Intended Participants	Activity Format
A Rubicon consultant trains all CFI core teachers in the Rubicon Atlas software. The district and school level Curriculum Mapping Coaches from our school (administrators and magnet facilitators) offer continued support to teachers as they use the software to map our IB units and Language Arts units.	Teachers Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Tier IV training</i>	Source: district Amount: \$unknown	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
School administrators and magnet facilitators (our Tier IV trainers) attend district support session.	Teachers Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Mapping Support</i>	Source: NA Amount: \$0	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Magnet facilitators work with teachers during team meetings to offer support as teachers map their language arts units and IB unit planners.	Teachers	Peer Coaching Collaborative Problem Solving

## F. Encourage Rigorous Curriculum: Foreign Language Study

Professional Development Activity	Funding	Activity Purpose
<i>Conferences</i>	Source: school PD funds Amount: \$to be determined	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
The foreign language (Language B) teachers will attend the Indiana foreign language teacher conference.	Teachers	Presentation/Workshop Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>List-serve</i>	Source: NA Amount: \$0	Feedback/Support
Brief Description	Intended Participants	Activity Format
The foreign language teachers and school principal are part of a global list serve with schools and DOE personnel also offering a 2nd language within their school.	Teachers	Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Foreign Language support for CFI staff</i>	Source: NA Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
The foreign language teachers offer support to other CFI teachers, staff, and others who want to learn a second language.	Teachers Administrators Parents Other	Study Group

## F. Encourage Rigorous Curriculum: Promoting Algebra 1 for 8th grade

Professional Development Activity	Funding	Activity Purpose
<i>Math workshops</i>	Source: district funds Amount: \$to be determined	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The middle school math teachers attends district support sessions for Algebra teachers and local math (NCTM) conference.	Teachers	Presentation/Workshop Peer Coaching Networking/Site Visit

## I. Focused Academic Area: Science: Best Practices

Professional Development Activity	Funding	Activity Purpose
<i>Concept Mapping</i>	Source: NA Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Staff meeting workshop and team meeting support for concept mapping in science.	Teachers	Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Align our Science Standards horizontally and vertically</i>	Source: NA Amount: \$0	Refinement
Brief Description	Intended Participants	Activity Format
Staff and Team meeting work to re-align grade level standards.	Teachers Administrators	Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Good Science Good Reading Summer Workshop</i>	Source: district funds Amount: \$to be determined	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Voluntary district level summer workshop on good science/good reading with follow-up expectation of teacher participants to teach their developed unit during the school year.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Nature/Outdoor Education</i>	Source: school level PD funds Amount: \$to be determined	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Resources included in our school level professional library to support outdoor education lessons.	Teachers	Professional Reading

## L. Early Childhood Transition: Parent Orientation and Meeting for Success

No professional development is needed for this strategy.

## M. Parent Notice - Assessment Results

Professional Development Activity	Funding	Activity Purpose
<i>IPS online</i>	Source: NA Amount: \$0	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The administrator, teacher colleagues, and media specialist will support teachers in developing their IPS OnLine homeroom pages.	Teachers	Peer Coaching

## Q. School-Parent Involvement Policy

No professional development is needed for this strategy.

## S. School-Parent Compact

No professional development is needed for this strategy.

## U. Focused Student Group: Free and Reduced Lunch group: 5-5-3-3-Strategies

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Training on 5-5-3-3 Districtwide Strategies</i>	Source: NA Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Administrators receive support at their meetings for supporting the teachers with the 5-5-3-3 strategies and then share the strategies with the teachers and support them in the implementation of the strategies. District resources will be available on IPS OnLine for teachers and administrators.	Teachers Administrators	Presentation/Workshop

## U. Focused Student Group: Special Education students

Professional Development Activity	Funding	Activity Purpose
<b>Resources</b>	Source: district and school PD funds Amount: \$to be determined	Information Skill Building
Brief Description	Intended Participants	Activity Format
A resource library of support materials is established for our teachers (this will include access to district materials). A brochure of ideas and tips for differentiating lessons is given to the teachers each grading period.	Teachers	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<b>Support for Differentiation</b>	Source: NA Amount: \$0	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Two workshops to assist teachers in ways to identify appropriate strategies for differentiation.	Teachers	Presentation/Workshop

## W. Timely Additional Assistance: BBT and Title I plans for service

Professional Development Activity	Funding	Activity Purpose
<b>Teacher Training</b>	Source: donated service or contracted services if Title funds available Amount: \$to be determined	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Mary Lynn Woods will work with staff to review and practice administration of the Mary Lynn Woods reading inventory instrument and to learn specific interventions matched to noted reading deficiencies on the MLW inventory. Support session for Building Based Team on interventions and progress monitoring tools. Information session for staff with updates on BBT process, RTI, and progress monitoring tools. Workshop on Interpreting Data. Workshop on choosing appropriate interventions based on data. Provide assistance to teachers in developing progress monitoring tools to track student growth matched to interventions in place.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

# 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: Exceptional Learners - Gifted

#### Data Targets Influenced by This Concern:

- All students tested -- % Pass Plus ISTEP Lang Arts (seat data)
- All students tested -- % Pass Plus Math ISTEP (seat data)

#### Strategies to Impact This Concern:

- II. High Ability Students

### Concern: Exceptional Learners - Special Education

#### Data Targets Influenced by This Concern:

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

#### Strategies to Impact This Concern:

- U. Focused Student Group: Special Education students

### Concern: Cultural Competency

#### Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP (seat data)

#### Strategies to Impact This Concern:

- HH. Cultural Competency: Building Relationships and Understanding Ourselves and Others

### Concern: Teacher feedback and decision making

#### Data Targets Influenced by This Concern:

- All Students -- Pass E/LA and Math ISTEP (seat data)

#### Strategies to Impact This Concern:

- AA. Teacher Expectations and Student Achievement (TESA) - (IPS required)
- BB. Administrator Walkthroughs (IPS required)
- CC. Predictor Assessments (IPS required)

## **Concern: Student Graduation Planning**

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

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

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

- DD. Student Graduation Plan (IPS required due to DOE requirement)

## **Required Areas of Concern**

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

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

- All Students -- Pass E/LA and Math ISTEP (seat data)

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

- A. Parent Involvement: Parent Liaison
- A. Parent Involvement: "Three for Me" Parent Volunteer Initiative
- S. School-Parent Compact
- Q. School-Parent Involvement Policy

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

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

- All Students -- Pass E/LA and Math ISTEP (seat data)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

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

- II. High Ability Students
- F. Encourage Rigorous Curriculum: Foreign Language Study
- F. Encourage Rigorous Curriculum: Curriculum Mapping: IB curriculum
- F. Encourage Rigorous Curriculum: Promoting Algebra 1 for 8th grade

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

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

- 5th grade students -- % passing Science ISTEP (seat data)
- 7th grade students -- % passing Science ISTEP (seat data)
- All students tested -- % Pass Plus ISTEP Lang Arts (seat data)
- Special Education Students -- % Passing E/LA ISTEP
- Students on Free and Reduced Lunch -- % passing Language Arts ISTEP (seat data)

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

- I. Focused Academic Area: Science: Best Practices

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

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

- All Students -- Pass E/LA and Math ISTEP (seat data)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

**Strategies to Impact This Concern:**

- J. Instruction by Highly Qualified Teachers

## **K. Attracting Highly Qualified Teachers (Title I)**

**Data Targets Influenced by This Concern:**

- All Students -- Pass E/LA and Math ISTEP (seat data)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

**Strategies to Impact This Concern:**

- K. Attracting Highly Qualified Teachers

## **L. Early Childhood Transition (Title I)**

**Data Targets Influenced by This Concern:**

- All Students -- Pass E/LA and Math ISTEP (seat data)

**Strategies to Impact This Concern:**

- L. Early Childhood Transition: Parent Orientation and Meeting for Success

## **M. Parent Notice - Assessment Results (Title I)**

**Data Targets Influenced by This Concern:**

- All Students -- Pass E/LA and Math ISTEP (seat data)

**Strategies to Impact This Concern:**

- M. Parent Notice - Assessment Results

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

**Data Targets Influenced by This Concern:**

- All Students -- Pass E/LA and Math ISTEP (seat data)
- Students on Free and Reduced Lunch -- % passing Language Arts ISTEP (seat data)
- Students on Free and Reduced Lunch -- % passing Math ISTEP (seat data)

**Strategies to Impact This Concern:**

- Q. School-Parent Involvement Policy

## **R1. Parent Right-to-Know Letter - Qualifications (Title I)**

**Data Targets Influenced by This Concern:**

- All Students -- Pass E/LA and Math ISTEP (seat data)
- Students on Free and Reduced Lunch -- % passing Language Arts ISTEP (seat data)
- Students on Free and Reduced Lunch -- % passing Math ISTEP (seat data)

**Strategies to Impact This Concern:**

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

## **R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)**

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

- Students on Free and Reduced Lunch -- % passing Language Arts ISTEP (seat data)
- Students on Free and Reduced Lunch -- % passing Math ISTEP (seat data)

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

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

## **S. School-Parent Compact (Title I)**

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

- All Students -- Pass E/LA and Math ISTEP (seat data)

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

- S. School-Parent Compact

## **T. Annual Parent Meeting (Title I)**

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

- Students on Free and Reduced Lunch -- % passing Language Arts ISTEP (seat data)

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

- T. Annual Parent Meeting

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

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

- All students tested -- % passing Reading Vocabulary (seat data)
- Special Education Students -- % Passing E/LA ISTEP
- Special Education Students -- % Passing Math ISTEP
- Students on Free and Reduced Lunch -- % passing Language Arts ISTEP (seat data)
- Students on Free and Reduced Lunch -- % passing Math ISTEP (seat data)

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

- U. Focused Student Group: Free and Reduced Lunch group: 5-5-3-3-Strategies
- U. Focused Student Group: Special Education students

## **W. Timely Additional Assistance (Title I)**

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

- Students on Free and Reduced Lunch -- % passing Language Arts ISTEP (seat data)
- Students on Free and Reduced Lunch -- % passing Math ISTEP (seat data)

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

- W. Timely Additional Assistance: BBT and Title I plans for service



## 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:	Media Center	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	IRDA - used for grade K-2 reading assessment. SRI - used for grades 4-6 reading assessment. ACUITY - three ISTEP predictor tests given to students in grades 3-8.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	We are not consolidating programs.	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.

## AA. Teacher Expectations and Student Achievement (TESA) - (IPS required)

**Aug 30, 2009:** Review TESA strategies with teachers

**Person:** Becky Marciniak

**Activity:** Review Strategies

## CC. Predictor Assessments (IPS required)

**Oct 30, 2009:** Assist teachers in accessing and reviewing their classroom data results.

**Person:** Joe Turner

**Activity:** Support in Using Data to Improve Instruction

**Oct 30, 2009:** Support to Principals from district in using predictor test data for instructional gains.

**Person:** Dr. Clency

**Activity:** Support in Using Data to Improve Instruction

**Oct 30, 2009:** Administer Tests

**Person:** Joe Turner and teachers

**Activity:** Utilizing Predictor Test Results

**Oct 30, 2009:** Develop classroom activities/interventions to address non-mastered indicators.

**Person:** Classroom teachers

**Activity:** Utilizing Predictor Test Results

**Oct 30, 2009:** Review results of tests with teachers

**Person:** Joe Turner and teachers

**Activity:** Utilizing Predictor Test Results

**Nov 30, 2009:** Support to Principals from district in using predictor test data for instructional gains.

**Person:** Dr. Clency

**Activity:** Support in Using Data to Improve Instruction

**Dec 30, 2009:** Support to Principals from district in using predictor test data for instructional gains.

**Person:** Dr. Clency

**Activity:** Support in Using Data to Improve Instruction

**Jan 1, 2010:** Assist teachers in accessing and reviewing their classroom data results.

**Person:** Joe Turner

**Activity:** Support in Using Data to Improve Instruction

**Jan 1, 2010:** Administer Tests

**Person:** Joe Turner and teachers

**Activity:** Utilizing Predictor Test Results

**Jan 1, 2010:** Develop classroom activities/interventions to address non-mastered indicators.

**Person:** Classroom teachers

**Activity:** Utilizing Predictor Test Results

**Jan 1, 2010:** Review results of tests with teachers

**Person:** Joe Turner and teachers

**Activity:** Utilizing Predictor Test Results

- Jan 30, 2010:** Support to Principals from district in using predictor test data for instructional gains.  
**Person:** Dr. Clency  
**Activity:** Support in Using Data to Improve Instruction
- Mar 2, 2010:** Support to Principals from district in using predictor test data for instructional gains.  
**Person:** Dr. Clency  
**Activity:** Support in Using Data to Improve Instruction
- Mar 5, 2010:** Assist teachers in accessing and reviewing their classroom data results.  
**Person:** Joe Turner  
**Activity:** Support in Using Data to Improve Instruction
- Mar 5, 2010:** Administer Tests  
**Person:** Joe Turner and teachers  
**Activity:** Utilizing Predictor Test Results
- Mar 5, 2010:** Develop classroom activities/interventions to address non-mastered indicators.  
**Person:** Classroom teachers  
**Activity:** Utilizing Predictor Test Results
- Mar 5, 2010:** Review results of tests with teachers  
**Person:** Joe Turner and teachers  
**Activity:** Utilizing Predictor Test Results

## **DD. Student Graduation Plan (IPS required due to DOE requirement)**

- Sep 30, 2009:** Review the graduation materials and resources for completing the graduation plan with gr. 6 and updating gr. 7-8  
**Person:** Tracey Tarr with principal and media specialist  
**Activity:** Complete a Graduation Plan with students in grade 6-8
- Oct 30, 2009:** Give the On Track magazine to students to complete the activities.  
**Person:** Tracey Tarr  
**Activity:** Complete a Graduation Plan with students in grade 6-8
- Oct 30, 2009:** Introduce the graduation plan and purpose to 6th grade students.  
**Person:** Tracey Tarr  
**Activity:** Complete a Graduation Plan with students in grade 6-8
- Nov 30, 2009:** All students at grade 6 complete a learning style inventory.  
**Person:** Tracey Tarr  
**Activity:** Complete a Graduation Plan with students in grade 6-8
- Dec 20, 2009:** Complete a career interest inventory.  
**Person:** Tracey Tarr  
**Activity:** Complete a Graduation Plan with students in grade 6-8
- Dec 20, 2009:** Hold and parent/student planning meeting.  
**Person:** Tracey Tarr  
**Activity:** Complete a Graduation Plan with students in grade 6-8
- Jan 30, 2010:** Present how to apply for 21st Century Scholars Gear UP Program grant.  
**Person:** Tracey Tarr  
**Activity:** Complete a Graduation Plan with students in grade 6-8
- Mar 20, 2010:** Enter students' graduation plans online  
**Person:** Tracey Tarr and Kristin Marley  
**Activity:** Complete a Graduation Plan with students in grade 6-8

## Early Childhood Transition

**May 5, 2009:** Mail an invitation to all incoming families to attend spring fling the May prior to entering kindergartners.

**Person:** Task force

**Activity:** Kindergarten Orientation

**May 20, 2009:** PTSA welcomes new families at spring fling.

**Person:** PTSA board

**Activity:** Kindergarten Orientation

**Aug 10, 2009:** Parents of incoming kindergartners are invited to an orientation before the start of the school year.

**Person:** Task force

**Activity:** Kindergarten Orientation

**Sep 10, 2009:** A morning coffee will be held with kindergarten parents to answer follow-up questions after the start of the school year.

**Person:** Task force

**Activity:** Kindergarten Orientation

**Oct 10, 2009:** A meeting will be held with all Kindergarten parents prior to the first parent-teacher conference day to discuss Kindergarten assessment and explain CFI report cards.

**Person:** Task force, principal, IB PYP coordinator

**Activity:** Kindergarten Orientation

**Nov 1, 2009:** An orientation will be held with parents of kindergartners moved to CFI in the magnet waiting lists moves for second quarter.

**Person:** Task force, Principal, IB PYP coordinator

**Activity:** Kindergarten Orientation

**Jan 10, 2010:** An orientation will be held with parents of kindergartners moved to CFI in the magnet waiting lists moves for second semester.

**Person:** Task force, principal, IB PYP coordinator

**Activity:** Kindergarten Orientation

## Encourage Rigorous Curriculum

**Feb 25, 2009:** Staff meeting to share info on mapping and answer teacher questions

**Person:** Christine Collier

**Activity:** Information Sharing

**Mar 18, 2009:** Obtain IB format for mapping and train all teachers in the format

**Person:** Beth Young

**Activity:** Information Sharing

**Mar 18, 2009:** Train all teachers on IB version of Rubicon Atlas software

**Person:** Christine Collier

**Activity:** Training in Rubicon Atlas software- IB version

**Mar 30, 2009:** Teacher teams enter 1st Lang Arts units in Rubicon on IB planner formats

**Person:** Beth Young, Carrie Gaffney with teaching teams

**Activity:** Mapping the IB units and Language Arts

**Apr 6, 2009:** Team meetings to support training in Rubicon

**Person:** Beth Young, Carrie Gaffney

**Activity:** Training in Rubicon Atlas software- IB version

**Apr 13, 2009:** Team meetings to support training in Rubicon

**Person:** Beth Young, Carrie Gaffney

**Activity:** Training in Rubicon Atlas software- IB version

- Apr 20, 2009:** Team meetings to support training in Rubicon  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Training in Rubicon Atlas software- IB version
- Apr 27, 2009:** Team meetings to support training in Rubicon  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Training in Rubicon Atlas software- IB version
- May 4, 2009:** Team meetings to support training in Rubicon  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Training in Rubicon Atlas software- IB version
- May 11, 2009:** Team meetings to support training in Rubicon  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Training in Rubicon Atlas software- IB version
- May 18, 2009:** Team meetings to support training in Rubicon  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Training in Rubicon Atlas software- IB version
- May 20, 2009:** Provide Core 40 exam for students completing Algebra 1.  
**Person:** Patrice Shebeck  
**Activity:** Provide Algebra 1 to identified students
- Aug 10, 2009:** Develop a class schedule that supports the teaching of Algebra 1  
**Person:** Chris Collier and Joe Turner  
**Activity:** Provide Algebra 1 to identified students
- Aug 10, 2009:** A master schedule will be developed to allow sufficient time to meet the goals of the Foreign Language program.  
**Person:** Chris Collier and Joe Turner  
**Activity:** Scheduling
- Aug 15, 2009:** Ensure all students have Algebra 1 books.  
**Person:** Chris Collier and Joe Turner  
**Activity:** Provide Algebra 1 to identified students
- Aug 15, 2009:** Identify students ready for Algebra 1 with pretest  
**Person:** Patrice Shebeck  
**Activity:** Provide Algebra 1 to identified students
- Aug 30, 2009:** A scope and sequence for Mandarin will be developed for use at CFI K-8  
**Person:** Julia Lee  
**Activity:** Scope and Sequence
- Aug 30, 2009:** A scope and sequence for Spanish will be developed for use at CFI K-8  
**Person:** Anthony Heiter  
**Activity:** Scope and Sequence
- Aug 30, 2009:** Attend review sessions offered by the district  
**Person:** Joan Harrell  
**Activity:** Tier IV training
- Aug 30, 2009:** Follow up with Rubicon consultant regarding any software issues  
**Person:** Christine Collier  
**Activity:** Tier IV training
- Sep 9, 2009:** Review Rubicon software with teachers  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Training in Rubicon Atlas software- IB version

- Sep 14, 2009:** Work with teacher teams to review district consensus maps in Lang Arts and develop year long plan for grade level teams in all lang arts areas.  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Mapping Support
- Sep 15, 2009:** Resources for teaching of Spanish and Mandarin will be provided to the foreign language teachers.  
**Person:** Chris Collier  
**Activity:** Resources for Language B
- Sep 21, 2009:** Work with teacher teams to review district consensus maps in Lang Arts and develop year long plan for grade level teams in all lang arts areas.  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Mapping Support
- Sep 28, 2009:** Work with teacher teams to review district consensus maps in Lang Arts and develop year long plan for grade level teams in all lang arts areas.  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Mapping Support
- Sep 30, 2009:** The foreign language teachers will receive information pertinent to the teaching of foreign language is shared through a global list-serve.  
**Person:** Anthony Heiter and Julia Lee  
**Activity:** List-serve
- Oct 1, 2009:** The Language B teachers will provide basic language instruction to homeroom teachers with voluntary participation by CFI staff.  
**Person:** Anthony Heiter and Julia Lee  
**Activity:** Foreign Language support for CFI staff
- Oct 1, 2009:** Resources for supporting Language B within the classroom will be provided to classroom teachers.  
**Person:** Anthony Heiter and Julia Lee  
**Activity:** Resources for Language B
- Oct 5, 2009:** Work with teacher teams to review district consensus maps in Lang Arts and develop year long plan for grade level teams in all lang arts areas.  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Mapping Support
- Oct 12, 2009:** Work with teacher teams to review district consensus maps in Lang Arts and develop year long plan for grade level teams in all lang arts areas.  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Mapping Support
- Oct 14, 2009:** Support teams as they map their langague arts units  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Mapping Support
- Oct 15, 2009:** Students taking Mandarin will have the opportunity to participate in Chinese Cultural events within the city.  
**Person:** Julia Lee  
**Activity:** Cultural Fair/Activity Participation
- Oct 15, 2009:** Students taking Spanish will have the opportunity to participate in Hispanic/Latino Cultural events within the city.  
**Person:** Anthony Heiter  
**Activity:** Cultural Fair/Activity Participation
- Oct 30, 2009:** Transfer MYP units to Rubicon  
**Person:** Carrie Gaffney  
**Activity:** Mapping the IB units and Language Arts
- Oct 30, 2009:** Transfer PYP units to Rubicon  
**Person:** Beth Young  
**Activity:** Mapping the IB units and Language Arts

**Nov 1, 2009:** The Language B teachers will provide basic language instruction to homeroom teachers with voluntary participation by CFI staff.

**Person:** Anthony Heiter and Julia Lee

**Activity:** Foreign Language support for CFI staff

**Nov 11, 2009:** Support teams as they map their language arts units

**Person:** Beth Young, Carrie Gaffney

**Activity:** Mapping Support

**Nov 30, 2009:** Collect 1st semester data

**Person:** Beth Young and Carrie Gaffney

**Activity:** Collect data

**Dec 1, 2009:** The Language B teachers will provide basic language instruction to homeroom teachers with voluntary participation by CFI staff.

**Person:** Anthony Heiter and Julia Lee

**Activity:** Foreign Language support for CFI staff

**Dec 9, 2009:** Support teams as they map their language arts units

**Person:** Beth Young, Carrie Gaffney

**Activity:** Mapping Support

**Dec 15, 2009:** Resources for students in Spanish and Mandarin will be added to our media collection.

**Person:** Anthony Heiter, Julia Lee and media specialists

**Activity:** Resources for Language B

**Dec 17, 2009:** Students taking Mandarin will have the opportunity to participate in Chinese Cultural events within the city.

**Person:** Julia Lee

**Activity:** Cultural Fair/Activity Participation

**Dec 17, 2009:** Students taking Spanish will have the opportunity to participate in Hispanic/Latino Cultural events within the city.

**Person:** Anthony Heiter

**Activity:** Cultural Fair/Activity Participation

**Dec 20, 2009:** The middle school math teacher will have the opportunity to attend local and district level workshops that support the teaching of Algebra 1.

**Person:** Patrice Shebeck

**Activity:** Math workshops

**Jan 1, 2010:** The Language B teachers will provide basic language instruction to homeroom teachers with voluntary participation by CFI staff.

**Person:** Anthony Heiter and Julia Lee

**Activity:** Foreign Language support for CFI staff

**Jan 13, 2010:** Support teams as they map their language arts units

**Person:** Beth Young, Carrie Gaffney

**Activity:** Mapping Support

**Feb 1, 2010:** The Language B teachers will provide basic language instruction to homeroom teachers with voluntary participation by CFI staff.

**Person:** Anthony Heiter and Julia Lee

**Activity:** Foreign Language support for CFI staff

**Feb 10, 2010:** Support teams as they map their language arts units

**Person:** Beth Young, Carrie Gaffney

**Activity:** Mapping Support

**Feb 18, 2010:** Students taking Mandarin will have the opportunity to participate in Chinese Cultural events within the city.

**Person:** Julia Lee

**Activity:** Cultural Fair/Activity Participation

- Feb 18, 2010:** Students taking Spanish will have the opportunity to participate in Hispanic/Latino Cultural events within the city.  
**Person:** Anthony Heiter  
**Activity:** Cultural Fair/Activity Participation
- Mar 1, 2010:** The foreign language teachers (Lang. B) will attend the annual conference for the teaching of foreign language.  
**Person:** Anthony Heiter  
**Activity:** Conferences
- Mar 1, 2010:** The Language B teachers will provide basic language instruction to homeroom teachers with voluntary participation by CFI staff.  
**Person:** Anthony Heiter and Julia Lee  
**Activity:** Foreign Language support for CFI staff
- Mar 10, 2010:** Support teams as they map their language arts units  
**Person:** Beth Young, Carrie Gaffney  
**Activity:** Mapping Support
- Mar 10, 2010:** Teachers have entered all language arts units on PYP or MYP planners using Rubicon.  
**Person:** teachers  
**Activity:** Mapping the IB units and Language Arts
- Mar 30, 2010:** Collect 2nd semester data  
**Person:** Beth Young and Carrie Gaffney  
**Activity:** Collect data
- Apr 1, 2010:** The Language B teachers will provide basic language instruction to homeroom teachers with voluntary participation by CFI staff.  
**Person:** Anthony Heiter and Julia Lee  
**Activity:** Foreign Language support for CFI staff
- Apr 22, 2010:** Students taking Mandarin will have the opportunity to participate in Chinese Cultural events within the city.  
**Person:** Julia Lee  
**Activity:** Cultural Fair/Activity Participation
- Apr 22, 2010:** Students taking Spanish will have the opportunity to participate in Hispanic/Latino Cultural events within the city.  
**Person:** Anthony Heiter  
**Activity:** Cultural Fair/Activity Participation
- May 1, 2010:** The Language B teachers will provide basic language instruction to homeroom teachers with voluntary participation by CFI staff.  
**Person:** Anthony Heiter and Julia Lee  
**Activity:** Foreign Language support for CFI staff

## Focused Academic Area

- May 30, 2009:** Provide information and invite teachers to participate in the IPS summer Good Science Good Reading workshop in June 2009  
**Person:** Ann Mennonno  
**Activity:** Good Science Good Reading Summer Workshop
- Sep 30, 2009:** Grade level meeting dedicated to aligning new state core standards in science to grade level curriculum.  
**Person:** Ann Mennonno and all homeroom teachers  
**Activity:** Align our Science Standards horizontally and vertically
- Sep 30, 2009:** Teach concepts for the grade level around process/core standards explicitly  
**Person:** all homeroom teachers  
**Activity:** Develop and teach science units
- Sep 30, 2009:** Provide resources and contacts to staff for use in facilitating outdoor education activities.  
**Person:** Beth Riley-Baker  
**Activity:** Nature/Outdoor Education

- Oct 1, 2009:** Teachers will map science concepts with students, teaching the strategy to students.  
**Person:** All homeroom teachers  
**Activity:** Concept Mapping
- Oct 1, 2009:** Workshop on "what is concept mapping and how to use them in Science"  
**Person:** Ann Mennonno and Amy Wackerly  
**Activity:** Concept Mapping
- Oct 30, 2009:** All homeroom teacher meeting to check vertical alignment of science standards  
**Person:** Ann Mennonno  
**Activity:** Align our Science Standards horizontally and vertically
- Oct 30, 2009:** Provide a list of community resources to teachers to use as guest speakers and content advisors for unit development.  
**Person:** Ann Mennonno  
**Activity:** Extending Science through our community resources.
- Oct 30, 2009:** Provide after school or Discovery Club science extensions to students using resources within the community.  
**Person:** Ann Mennonno  
**Activity:** Extending Science through our community resources.
- Oct 30, 2009:** Involve students in outdoor learning working with our school garden and school partners.  
**Person:** Beth Riley-Baker  
**Activity:** Nature/Outdoor Education
- Dec 1, 2009:** Team meeting support for grade level in concept mapping  
**Person:** Ann Mennonno and Amy Wackerly  
**Activity:** Concept Mapping
- Dec 2, 2009:** Teach concepts for the grade level around process/core standards explicitly  
**Person:** all homeroom teachers  
**Activity:** Develop and teach science units
- Dec 3, 2009:** Teachers will map science concepts with students, teaching the strategy to students.  
**Person:** All homeroom teachers  
**Activity:** Concept Mapping
- Feb 3, 2010:** Teach concepts for the grade level around process/core standards explicitly  
**Person:** all homeroom teachers  
**Activity:** Develop and teach science units
- Feb 4, 2010:** Teachers will map science concepts with students, teaching the strategy to students.  
**Person:** All homeroom teachers  
**Activity:** Concept Mapping
- Mar 30, 2010:** Teach the unit developed in the summer workshop  
**Person:** any teacher who participated in the summer workshop  
**Activity:** Good Science Good Reading
- Apr 1, 2010:** Team meeting support for grade level in concept mapping  
**Person:** Ann Mennonno and Amy Wackerly  
**Activity:** Concept Mapping
- Apr 7, 2010:** Teach concepts for the grade level around process/core standards explicitly  
**Person:** all homeroom teachers  
**Activity:** Develop and teach science units
- Apr 8, 2010:** Teachers will map science concepts with students, teaching the strategy to students.  
**Person:** All homeroom teachers  
**Activity:** Concept Mapping

**Apr 30, 2010:** Involve students in outdoor learning working with our school garden and school partners.  
**Person:** Beth Riley-Baker  
**Activity:** Nature/Outdoor Education

## Focused Student Group

**Mar 30, 2009:** meet with teams to share ideas on differentiating within their lesson  
**Person:** Kristi Back  
**Activity:** Team Planning Time and Support

**Aug 1, 2009:** Schedule time at the beginning-of-year staff meeting in which to introduce the 5-5-3-3 Strategies  
**Person:** Jamilyn Bertsch  
**Activity:** 5-5-3-3 Strategies Introduction to Staff

**Aug 10, 2009:** Prepare handout for teachers with information about the instructional strategies that are part of the 5-5-3-3 initiative  
**Person:** Jamilyn Bertsch  
**Activity:** 5-5-3-3 Strategies Introduction to Staff

**Aug 13, 2009:** Presentation introducing 5-5-3-3 Strategies to staff at beginning-of-the-year meeting  
**Person:** Christine Collier  
**Activity:** 5-5-3-3 Strategies Introduction to Staff

**Aug 15, 2009:** Create questionnaire for teachers  
**Person:** Jamilyn Bertsch  
**Activity:** Collect baseline data

**Aug 15, 2009:** Distribute questionnaires to teacher in staff meeting, give them time to respond, and collect questionnaires  
**Person:** Jamilyn Bertsch  
**Activity:** Collect baseline data

**Aug 15, 2009:** Using the Curriculum and Instruction materials (PPT), introduce the district's 5-5-3-3 strategies to all teachers.  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies

**Aug 20, 2009:** Analyze questionnaires to determine baseline data  
**Person:** Jamilyn Bertsch  
**Activity:** Collect baseline data

**Aug 29, 2009:** Review 6+1 Traits with teachers and share resources within teacher library and online  
**Person:** Jamilyn Bertsch  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies

**Aug 30, 2009:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation

**Aug 30, 2009:** Each grade level team will have a team member to serve as support in strategy implementation  
**Person:** Strategy Task Force members  
**Activity:** Support

**Aug 30, 2009:** The district resources will be posted on IPS online  
**Person:** Joan Harrell and Vivian Fox  
**Activity:** Support

**Aug 30, 2009:** Workshop on Vocabulary Strategy: List, Group, Label  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies

- Sep 30, 2009:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation
- Sep 30, 2009:** Distribute a brochure to teachers with tips on ways to build differentiation into lesson plans.  
**Person:** Kristi Back and High Ability strategy chair  
**Activity:** Resources
- Sep 30, 2009:** Establish a resource library for teachers with books and videos on ways to differentiate instruction in mixed ability classrooms.  
**Person:** Kristi Back and High Ability strategy chair  
**Activity:** Resources
- Sep 30, 2009:** Provide teachers with instruments for surveying student learning styles.  
**Person:** Kristi Back  
**Activity:** Student Learning Styles
- Sep 30, 2009:** Workshop on Vocabulary Strategy: Concept Definition Map  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies
- Oct 30, 2009:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation
- Oct 30, 2009:** Teachers identify differentiated activities, materials, and/or assessments within their unit or daily plans.  
**Person:** teachers  
**Activity:** Develop and Identify Differentiation within lesson/unit plans.
- Oct 30, 2009:** Survey students' learning styles to provide information on differentiation needs within the classroom.  
**Person:** teachers  
**Activity:** Student Learning Styles
- Oct 30, 2009:** Workshop with teachers to review ways to identify appropriate strategies for differentiation.  
**Person:** Kristi Back and High Ability strategy chair  
**Activity:** Support for Differentiation
- Oct 30, 2009:** Workshop on Vocabulary Strategy: Associations  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies
- Nov 15, 2009:** Create questionnaire for teachers  
**Person:** Jamilyn Bertsch  
**Activity:** Collect first semester/trimester follow up data
- Nov 20, 2009:** Distribute questionnaires to teacher in staff meeting, give them time to respond, and collect questionnaires  
**Person:** Jamilyn Bertsch  
**Activity:** Collect first semester/trimester follow up data
- Nov 30, 2009:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation
- Nov 30, 2009:** Analyze questionnaires to follow-up baseline data  
**Person:** Jamilyn Bertsch  
**Activity:** Collect first semester/trimester follow up data
- Nov 30, 2009:** Workshop on Vocabulary Strategy: Quickwrite  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies

- Nov 30, 2009:** Provide time for special ed teachers to meet with teams to share ideas on differentiating within their lessons.  
**Person:** Kristi Back  
**Activity:** Team Planning Time and Support
- Dec 2, 2009:** Distribute a brochure to teachers on tips to build into lesson plans for differentiating instruction.  
**Person:** Kristi Back and High Ability strategy chair  
**Activity:** Resources
- Dec 18, 2009:** Workshop on Vocabulary Strategy: Enhancing Deceptive Writing within the Content  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies
- Dec 30, 2009:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation
- Jan 1, 2010:** Teachers identify differentiated activities, materials, and/or assessments within their unit or daily plans.  
**Person:** teachers  
**Activity:** Develop and Identify Differentiation within lesson/unit plans.
- Jan 30, 2010:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation
- Jan 30, 2010:** Workshop on Comprehension Strategy: Making Thinking Visible  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies
- Feb 3, 2010:** Distribute a brochure to teachers on tips to build into lesson plans for differentiating instruction.  
**Person:** Kristi Back and High Ability strategy chair  
**Activity:** Resources
- Feb 28, 2010:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation
- Feb 28, 2010:** Workshop with teachers to review ways to identify appropriate strategies for differentiation.  
**Person:** Kristi Back and High Ability strategy chair  
**Activity:** Support for Differentiation
- Feb 28, 2010:** Workshop on Comprehension Strategy: Note Taking and Note Making  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies
- Mar 5, 2010:** Teachers identify differentiated activities, materials, and/or assessments within their unit or daily plans.  
**Person:** teachers  
**Activity:** Develop and Identify Differentiation within lesson/unit plans.
- Mar 15, 2010:** Create questionnaire for teachers  
**Person:** Jamilyn Bertsch  
**Activity:** Collect final semester/trimester follow up data
- Mar 20, 2010:** Distribute questionnaires to teacher in staff meeting, give them time to respond, and collect questionnaires  
**Person:** Jamilyn Bertsch  
**Activity:** Collect final semester/trimester follow up data
- Mar 30, 2010:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation

- Mar 30, 2010:** Analyze questionnaires to determine follow-up data  
**Person:** Jamilyn Bertsch  
**Activity:** Collect final semester/trimester follow up data
- Mar 30, 2010:** Workshop on Comprehension Strategy: Questioning  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies
- Apr 7, 2010:** Distribute a brochure to teachers on tips to build into lesson plans for differentiating instruction.  
**Person:** Kristi Back and High Ability strategy chair  
**Activity:** Resources
- Apr 30, 2010:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation
- Apr 30, 2010:** Workshop on Comprehension Strategy: Summarizing  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies
- May 7, 2010:** Teachers identify differentiated activities, materials, and/or assessments within their unit or daily plans.  
**Person:** teachers  
**Activity:** Develop and Identify Differentiation within lesson/unit plans.
- May 25, 2010:** Workshop on Comprehension Strategy: Discussion  
**Person:** Jamilyn Bertsch, Chris Collier, and Joe Turner  
**Activity:** Teacher Training on 5-5-3-3 Districtwide Strategies
- May 30, 2010:** Teachers will implement the 5-5-3-3 strategy of the month within their classroom  
**Person:** teachers  
**Activity:** Classroom implementation

## **HH. Cultural Competency: Building Relationships and Understanding Ourselves and Others**

- May 30, 2009:** Teachers take IDI instrument  
**Person:** Dawn Merrill  
**Activity:** Collect baseline data
- May 30, 2009:** Take the IDI instrument  
**Person:** Pat Payne  
**Activity:** Cultural Competency Measurement
- Aug 30, 2009:** Receive info on personal and school rating and set goals based on ratings  
**Person:** Pat Payne, Dawn Merrill, and Daphne Draa  
**Activity:** Cultural Competency Measurement
- Sep 30, 2009:** Topic 1: Unpack our Personal Culture  
**Person:** Peace Learning Center facilitator  
**Activity:** Cultural Competency workshops facilitated by Peace Learning Center
- Nov 30, 2009:** Topic 2: Leading and Addressing Issues with students through classroom community and/or socratic seminar  
**Person:** Peace Learning Center facilitator  
**Activity:** Cultural Competency workshops facilitated by Peace Learning Center
- Dec 10, 2009:** Self assessment on growth in areas rated on IDI  
**Person:** Dawn Merrill  
**Activity:** Collect first semester/trimester follow up data

- Mar 30, 2010:** Topic 3: Culture Beyond Ethnicity  
**Person:** Peace Learning Center facilitator  
**Activity:** Cultural Competency workshops facilitated by Peace Learning Center
- Apr 30, 2010:** Self-reflection on personal cultural competency growth  
**Person:** Dawn Merrill and Daphne Draa with all staff  
**Activity:** Cultural Competency Measurement
- May 10, 2010:** Self assessment in growth in areas rated on the IDI  
**Person:** Dawn Merrill  
**Activity:** Collect final semester/trimester follow up data

## II. High Ability Students

- Sep 30, 2009:** Distribute a brochure to teachers on tips to build into lesson plans for differentiating instruction.  
**Person:** Jamilyn Bertsch and Ann Mennonno  
**Activity:** Resources
- Sep 30, 2009:** Establish a resource library for teachers with books and videos on ways to differentiate instruction in mixed ability classrooms.  
**Person:** Jamilyn Bertsch and Ann Mennonno  
**Activity:** Resources
- Sep 30, 2009:** Provide teachers with instruments for surveying student learning styles.  
**Person:** Jamilyn Bertsch  
**Activity:** Student Learning Styles
- Oct 25, 2009:** Survey students' learning styles to provide information on differentiation needs within the classroom.  
**Person:** Teachers  
**Activity:** Student Learning Styles
- Oct 30, 2009:** Teachers identify differentiated activities, materials, and/or assessments within their unit or daily plans.  
**Person:** Teachers  
**Activity:** Develop and Identify Differentiation within lesson/unit plans.
- Oct 30, 2009:** Workshop with teachers to review ways to identify appropriate strategies for differentiation.  
**Person:** Jamilyn Bertsch and Ann Mennonno  
**Activity:** Support for Differentiation
- Oct 30, 2009:** Provide time for high ability coordinators to meet with teams to share ideas on differentiating within their lessons.  
**Person:** Jamilyn Bertsch and Ann Mennonno  
**Activity:** Team Planning Time and Support
- Dec 2, 2009:** Distribute a brochure to teachers on tips to build into lesson plans for differentiating instruction.  
**Person:** Jamilyn Bertsch and Ann Mennonno  
**Activity:** Resources
- Jan 1, 2010:** Teachers identify differentiated activities, materials, and/or assessments within their unit or daily plans.  
**Person:** Teachers  
**Activity:** Develop and Identify Differentiation within lesson/unit plans.
- Feb 3, 2010:** Distribute a brochure to teachers on tips to build into lesson plans for differentiating instruction.  
**Person:** Jamilyn Bertsch and Ann Mennonno  
**Activity:** Resources
- Feb 28, 2010:** Workshop with teachers to identify appropriate strategies for differentiation.  
**Person:** Jamilyn Bertsch and Ann Mennonno  
**Activity:** Support for Differentiation

**Mar 5, 2010:** Teachers identify differentiated activities, materials, and/or assessments within their unit or daily plans.

**Person:** Teachers

**Activity:** Develop and Identify Differentiation within lesson/unit plans.

**Mar 30, 2010:** provide time for high ability coordinators to meet with teams to share ideas on differentiating within their lessons.

**Person:** Jamilyn Bertsch and Ann Mennonno

**Activity:** Team Planning Time and Support

**Apr 7, 2010:** Distribute a brochure to teachers on tips to build into lesson plans for differentiating instruction.

**Person:** Jamilyn Bertsch and Ann Mennonno

**Activity:** Resources

**May 7, 2010:** Teachers identify differentiated activities, materials, and/or assessments within their unit or daily plans.

**Person:** Teachers

**Activity:** Develop and Identify Differentiation within lesson/unit plans.

## Parent Involvement

**Aug 1, 2009:** Print forms from the Three for Me website for parent volunteer recordkeeping.

**Person:** Patsy Mozingo

**Activity:** Implementation of "Three for Me"

**Aug 1, 2009:** Print Promise Cards for parent distribution.

**Person:** Patsy Mozingo

**Activity:** Implementation of "Three for Me"

**Aug 1, 2009:** Register the school online at the PTA Three for Me website

**Person:** Patsy Mozingo

**Activity:** Implementation of "Three for Me"

**Aug 15, 2009:** Communicate with teachers weekly to determine students to visit and needs.

**Person:** P. Mozingo

**Activity:** Home Visits and Phone Calls

**Aug 15, 2009:** Parent Liaison attends district sponsored support sessions 4 times per year.

**Person:** Title I office

**Activity:** Title I Parent Liaison Support Sessions

**Aug 28, 2009:** Call parents to set up weekly visits.

**Person:** P. Mozingo

**Activity:** Home Visits and Phone Calls

**Aug 30, 2009:** Provide information to parents regarding "3 for Me" and expectation of parents.

**Person:** P. Mozingo

**Activity:** Information Sharing

**Aug 30, 2009:** Provide information to teachers regarding "3 for Me" program and their role.

**Person:** P. Mozingo

**Activity:** Information Sharing

**Aug 30, 2009:** Plan workshop titles and dates for the year.

**Person:** P. Mozingo

**Activity:** Parent Workshops

**Sep 1, 2009:** The teachers receive information regarding the role of the parent liaison and services provided.

**Person:** P. Mozingo

**Activity:** Communication to Teachers

**Sep 10, 2009:** Document and report home visits to Title I office.

**Person:** P. Mozingo

**Activity:** Home Visits and Phone Calls

- Sep 15, 2009:** Email communications with tips and ideas on ways to utilize parent volunteerism within school/classrooms  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers
- Sep 15, 2009:** Staff meeting: sharing of ideas on effective ways to utilize parents within the classroom.  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers
- Sep 15, 2009:** Communicate with teachers weekly to determine students to visit and needs.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Sep 15, 2009:** Three for Me kick-off event for parents and distribution of Promise Cards  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"
- Sep 16, 2009:** Communicate through school newsletter ideas for spending volunteer hours  
**Person:** Patsy Mozingo and Chris Collier  
**Activity:** Implementation of "Three for Me"
- Sep 25, 2009:** Advertise the workshop to parents  
**Person:** P Mozingo  
**Activity:** Parent Workshops
- Sep 25, 2009:** Prepare workshop materials.  
**Person:** P. Mozingo  
**Activity:** Parent Workshops
- Sep 28, 2009:** Call parents to set up weekly visits.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Sep 28, 2009:** Host parent coffees with opportunities for school volunteerism  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"
- Oct 1, 2009:** Facilitate parent workshop  
**Person:** P. Mozingo  
**Activity:** Parent Workshops
- Oct 10, 2009:** Document and report home visits to Title I office.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Oct 15, 2009:** Communicate with teachers weekly to determine students to visit and needs.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Oct 16, 2009:** Communicate through school newsletter ideas for spending volunteer hours  
**Person:** Patsy Mozingo and Chris Collier  
**Activity:** Implementation of "Three for Me"
- Oct 17, 2009:** Parent Liaison attends district sponsored support sessions 4 times per year.  
**Person:** Title I office  
**Activity:** Title I Parent Liaison Support Sessions
- Oct 28, 2009:** Call parents to set up weekly visits.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls

- Oct 28, 2009:** Host parent coffees with opportunities for school volunteerism  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"
- Oct 30, 2009:** Document and report workshops including parent attendance to the Title I office.  
**Person:** Patsy Mozingo  
**Activity:** Parent Workshops
- Nov 6, 2009:** Advertise the workshop to parents  
**Person:** P Mozingo  
**Activity:** Parent Workshops
- Nov 6, 2009:** Prepare workshop materials.  
**Person:** P. Mozingo  
**Activity:** Parent Workshops
- Nov 10, 2009:** Document and report home visits to Title I office.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Nov 15, 2009:** Communicate with teachers weekly to determine students to visit and needs.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Nov 15, 2009:** Facilitate parent workshop  
**Person:** P. Mozingo  
**Activity:** Parent Workshops
- Nov 16, 2009:** Communicate through school newsletter ideas for spending volunteer hours  
**Person:** Patsy Mozingo and Chris Collier  
**Activity:** Implementation of "Three for Me"
- Nov 17, 2009:** Email communications with tips and ideas on ways to utilize parent volunteerism within school/classrooms  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers
- Nov 17, 2009:** Staff meeting: sharing of ideas on effective ways to utilize parents within the classroom.  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers
- Nov 25, 2009:** Advertise the workshop to parents  
**Person:** P Mozingo  
**Activity:** Parent Workshops
- Nov 25, 2009:** Prepare workshop materials.  
**Person:** P. Mozingo  
**Activity:** Parent Workshops
- Nov 28, 2009:** Call parents to set up weekly visits.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Nov 28, 2009:** Host parent coffees with opportunities for school volunteerism  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"
- Nov 30, 2009:** Tally parent involvement hours  
**Person:** Patsy Mozingo  
**Activity:** Collect first semester/trimester follow up data

- Nov 30, 2009:** Document and report workshops including parent attendance to the Title I office.  
**Person:** Patsy Mozingo  
**Activity:** Parent Workshops
- Dec 1, 2009:** Facilitate parent workshop  
**Person:** P. Mozingo  
**Activity:** Parent Workshops
- Dec 10, 2009:** Document and report home visits to Title I office.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Dec 15, 2009:** Communicate with teachers weekly to determine students to visit and needs.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Dec 16, 2009:** Communicate through school newsletter ideas for spending volunteer hours  
**Person:** Patsy Mozingo and Chris Collier  
**Activity:** Implementation of "Three for Me"
- Dec 19, 2009:** Parent Liaison attends district sponsored support sessions 4 times per year.  
**Person:** Title I office  
**Activity:** Title I Parent Liaison Support Sessions
- Dec 20, 2009:** Tally the parent evaluations from workshops.  
**Person:** Patsy Mozingo  
**Activity:** Collect first semester/trimester follow up data
- Dec 20, 2009:** Document and report workshops including parent attendance to the Title I office.  
**Person:** Patsy Mozingo  
**Activity:** Parent Workshops
- Dec 28, 2009:** Call parents to set up weekly visits.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Dec 28, 2009:** Host parent coffees with opportunities for school volunteerism  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"
- Jan 10, 2010:** Document and report home visits to Title I office.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Jan 15, 2010:** Communicate with teachers weekly to determine students to visit and needs.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Jan 15, 2010:** Advertise the workshop to parents  
**Person:** P Mozingo  
**Activity:** Parent Workshops
- Jan 15, 2010:** Prepare workshop materials.  
**Person:** P. Mozingo  
**Activity:** Parent Workshops
- Jan 16, 2010:** Communicate through school newsletter ideas for spending volunteer hours  
**Person:** Patsy Mozingo and Chris Collier  
**Activity:** Implementation of "Three for Me"

**Jan 19, 2010:** Email communications with tips and ideas on ways to utilize parent volunteerism within school/classrooms  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers

**Jan 19, 2010:** Staff meeting: sharing of ideas on effective ways to utilize parents within the classroom.  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers

**Jan 25, 2010:** Facilitate parent workshop  
**Person:** P. Mozingo  
**Activity:** Parent Workshops

**Jan 28, 2010:** Call parents to set up weekly visits.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls

**Jan 28, 2010:** Host parent coffees with opportunities for school volunteerism  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"

**Jan 30, 2010:** Document and report workshops including parent attendance to the Title I office.  
**Person:** Patsy Mozingo  
**Activity:** Parent Workshops

**Feb 10, 2010:** Document and report home visits to Title I office.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls

**Feb 15, 2010:** Communicate with teachers weekly to determine students to visit and needs.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls

**Feb 15, 2010:** Advertise the workshop to parents  
**Person:** P Mozingo  
**Activity:** Parent Workshops

**Feb 15, 2010:** Prepare workshop materials.  
**Person:** P. Mozingo  
**Activity:** Parent Workshops

**Feb 16, 2010:** Communicate through school newsletter ideas for spending volunteer hours  
**Person:** Patsy Mozingo and Chris Collier  
**Activity:** Implementation of "Three for Me"

**Feb 20, 2010:** Parent Liaison attends district sponsored support sessions 4 times per year.  
**Person:** Title I office  
**Activity:** Title I Parent Liaison Support Sessions

**Feb 25, 2010:** Facilitate parent workshop  
**Person:** P. Mozingo  
**Activity:** Parent Workshops

**Feb 28, 2010:** Call parents to set up weekly visits.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls

**Feb 28, 2010:** Host parent coffees with opportunities for school volunteerism  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"

- Feb 28, 2010:** Document and report workshops including parent attendance to the Title I office.  
**Person:** Patsy Mozingo  
**Activity:** Parent Workshops
- Mar 10, 2010:** Document and report home visits to Title I office.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Mar 15, 2010:** Communicate with teachers weekly to determine students to visit and needs.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Mar 15, 2010:** Advertise the workshop to parents  
**Person:** P Mozingo  
**Activity:** Parent Workshops
- Mar 15, 2010:** Prepare workshop materials.  
**Person:** P. Mozingo  
**Activity:** Parent Workshops
- Mar 16, 2010:** Communicate through school newsletter ideas for spending volunteer hours  
**Person:** Patsy Mozingo and Chris Collier  
**Activity:** Implementation of "Three for Me"
- Mar 23, 2010:** Email communications with tips and ideas on ways to utilize parent volunteerism within school/classrooms  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers
- Mar 23, 2010:** Staff meeting: sharing of ideas on effective ways to utilize parents within the classroom.  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers
- Mar 28, 2010:** Call parents to set up weekly visits.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Mar 28, 2010:** Host parent coffees with opportunities for school volunteerism  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"
- Mar 30, 2010:** Tally parent involvement hours  
**Person:** Patsy Mozingo  
**Activity:** Collect final semester/trimester follow up data
- Mar 30, 2010:** Document and report workshops including parent attendance to the Title I office.  
**Person:** Patsy Mozingo  
**Activity:** Parent Workshops
- Apr 10, 2010:** Document and report home visits to Title I office.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Apr 10, 2010:** Facilitate parent workshop  
**Person:** P. Mozingo  
**Activity:** Parent Workshops
- Apr 15, 2010:** Communicate with teachers weekly to determine students to visit and needs.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls

- Apr 16, 2010:** Communicate through school newsletter ideas for spending volunteer hours  
**Person:** Patsy Mozingo and Chris Collier  
**Activity:** Implementation of "Three for Me"
- Apr 24, 2010:** Parent Liaison attends district sponsored support sessions 4 times per year.  
**Person:** Title I office  
**Activity:** Title I Parent Liaison Support Sessions
- Apr 28, 2010:** Call parents to set up weekly visits.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- Apr 28, 2010:** Host parent coffees with opportunities for school volunteerism  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"
- Apr 30, 2010:** Document and report workshops including parent attendance to the Title I office.  
**Person:** Patsy Mozingo  
**Activity:** Parent Workshops
- May 10, 2010:** Tally the parent evaluations from workshops.  
**Person:** P  
**Activity:** Collect final semester/trimester follow up data
- May 10, 2010:** Document and report home visits to Title I office.  
**Person:** P. Mozingo  
**Activity:** Home Visits and Phone Calls
- May 25, 2010:** Email communications with tips and ideas on ways to utilize parent volunteerism within school/classrooms  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers
- May 25, 2010:** Staff meeting: sharing of ideas on effective ways to utilize parents within the classroom.  
**Person:** P. Mozingo  
**Activity:** Effective use of volunteer training for teachers
- May 28, 2010:** Host parent coffees with opportunities for school volunteerism  
**Person:** Patsy Mozingo and PTSA board  
**Activity:** Implementation of "Three for Me"

## Parent Notice - Assessment Results

- Aug 15, 2009:** The school's assessment reporting and communication standards will be shared with parents in the CFI family handbook and at the Back to School Night  
**Person:** Chris Collier and Joe Turner  
**Activity:** Parent Communication
- Aug 30, 2009:** ISTEP and district test results will be sent home to parents with accompanying information.  
**Person:** Administrators  
**Activity:** Parent Communication
- Aug 30, 2009:** The school and classroom newsletters and student report cards will be accessible to parents through IPS Online  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Aug 30, 2009:** Weekly folders will be sent home with school newsletter, classroom newsletter, and weekly progress report.  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication

- Sep 20, 2009:** Midterm reports will be sent home to students 4 times a year  
**Person:** Homeroom teachers  
**Activity:** Parent Communication
- Sep 30, 2009:** Assistance will be provided to teachers in developing their IPS online information for parents on their homeroom page  
**Person:** Chris Collier and Kristin Marley  
**Activity:** IPS online
- Sep 30, 2009:** The school and classroom newsletters and student report cards will be accessible to parents through IPS Online  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Sep 30, 2009:** Weekly folders will be sent home with school newsletter, classroom newsletter, and weekly progress report.  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Oct 30, 2009:** The school and classroom newsletters and student report cards will be accessible to parents through IPS Online  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Oct 30, 2009:** Weekly folders will be sent home with school newsletter, classroom newsletter, and weekly progress report.  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Nov 1, 2009:** ISTEP and district test results will be sent home to parents with accompanying information.  
**Person:** Administrators  
**Activity:** Parent Communication
- Nov 22, 2009:** Midterm reports will be sent home to students 4 times a year  
**Person:** Homeroom teachers  
**Activity:** Parent Communication
- Nov 30, 2009:** The school and classroom newsletters and student report cards will be accessible to parents through IPS Online  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Nov 30, 2009:** Weekly folders will be sent home with school newsletter, classroom newsletter, and weekly progress report.  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Dec 30, 2009:** The school and classroom newsletters and student report cards will be accessible to parents through IPS Online  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Dec 30, 2009:** Weekly folders will be sent home with school newsletter, classroom newsletter, and weekly progress report.  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Jan 3, 2010:** ISTEP and district test results will be sent home to parents with accompanying information.  
**Person:** Administrators  
**Activity:** Parent Communication
- Jan 24, 2010:** Midterm reports will be sent home to students 4 times a year  
**Person:** Homeroom teachers  
**Activity:** Parent Communication
- Jan 30, 2010:** The school and classroom newsletters and student report cards will be accessible to parents through IPS Online  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication

- Jan 30, 2010:** Weekly folders will be sent home with school newsletter, classroom newsletter, and weekly progress report.  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Mar 2, 2010:** The school and classroom newsletters and student report cards will be accessible to parents through IPS Online  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Mar 2, 2010:** Weekly folders will be sent home with school newsletter, classroom newsletter, and weekly progress report.  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Mar 7, 2010:** ISTEP and district test results will be sent home to parents with accompanying information.  
**Person:** Administrators  
**Activity:** Parent Communication
- Mar 28, 2010:** Midterm reports will be sent home to students 4 times a year  
**Person:** Homeroom teachers  
**Activity:** Parent Communication
- Apr 2, 2010:** The school and classroom newsletters and student report cards will be accessible to parents through IPS Online  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- Apr 2, 2010:** Weekly folders will be sent home with school newsletter, classroom newsletter, and weekly progress report.  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- May 2, 2010:** The school and classroom newsletters and student report cards will be accessible to parents through IPS Online  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- May 2, 2010:** Weekly folders will be sent home with school newsletter, classroom newsletter, and weekly progress report.  
**Person:** Administrators and homeroom teachers.  
**Activity:** Parent Communication
- May 9, 2010:** ISTEP and district test results will be sent home to parents with accompanying information.  
**Person:** Administrators  
**Activity:** Parent Communication

## School-Parent Compact

- Mar 1, 2009:** The SBDM committee will review and make recommendations for revision to the Parent Compact  
**Person:** Chris Collier and SBDM committee  
**Activity:** Parent Compact
- Mar 20, 2009:** The revised Parent Compact will be shared with PTSA and parent reps for further comment/input.  
**Person:** Chris Collier  
**Activity:** Parent Compact
- Mar 30, 2009:** Parent signatures will be gathered for submitting the parent compact to the Title 1 office  
**Person:** Chris Collier  
**Activity:** Parent Compact
- Jul 10, 2009:** The Parent Compact will be printed for distribution to all parents.  
**Person:** Chris Collier  
**Activity:** Parent Compact
- Aug 1, 2009:** The parent compact will be printed in the CFI Family Handbook  
**Person:** Chris Collier  
**Activity:** Parent Compact

**Sep 1, 2009:** The signed parent compact will be collected from all CFI parents.

**Person:** Chris Collier

**Activity:** Parent Compact

**Sep 15, 2009:** The parent compact will be reviewed with parents at the back to school night

**Person:** Chris Collier

**Activity:** Parent Compact

## School-Parent Involvement Policy

**Mar 1, 2009:** The Parent Involvement Policy will be review and revised by the SBDM committee

**Person:** Chris Collier

**Activity:** Parent Involvement Policy development and communication

**Mar 15, 2009:** The Parent Involvement Policy will be shared with the PTSA and parent reps for further input.

**Person:** Chris Collier

**Activity:** Parent Involvement Policy development and communication

**Mar 30, 2009:** The Parent Involvement Policy will be signed by parent reps for submitting to the Title I office

**Person:** Chris Collier

**Activity:** Parent Involvement Policy development and communication

**Jul 10, 2009:** The Parent Involvement Policy will be printed in the CFI family handbook and for distribution to all parents

**Person:** Chris Collier

**Activity:** Parent Involvement Policy development and communication

**Aug 10, 2009:** The Parent Involvement Policy will be distributed to all parents

**Person:** Chris Collier

**Activity:** Parent Involvement Policy development and communication

**Sep 10, 2009:** The Parent Involvement Policy will be discussed with parents at the annual Title I meeting

**Person:** Chris Collier

**Activity:** Parent Involvement Policy development and communication

## Timely Additional Assistance

**Jun 30, 2009:** Review and practice administration of the Mary Lynn Woods reading inventory

**Person:** Mary Lynn Woods

**Activity:** Teacher Training

**Aug 30, 2009:** Develop and match a "menu" of research based and available interventions by grade level to the academic or behavioral challenge.

**Person:** Task force

**Activity:** Intervention Development and Implementation

**Sep 1, 2009:** The school BBT meets weekly to develop and review action plans for students at Tier III.

**Person:** Cassie Robbins

**Activity:** Intervention Development and Implementation

**Sep 15, 2009:** Identify Tiers for each student based on our district and state assessments.

**Person:** Traci Bluiett, Cassie Robbins

**Activity:** Intervention Development and Implementation

**Sep 15, 2009:** Support session for Building Based Team on interventions and progress monitoring tools.

**Person:** Cassie Robbins

**Activity:** Teacher Training

- Sep 30, 2009:** Arrange a schedule with the Dyslexia Institute of Indiana to serve identified students within the school.  
**Person:** Special Ed team and Title I teacher  
**Activity:** Intervention Development and Implementation
- Sep 30, 2009:** Information session for staff with updates on BBT process, RTI, and progress monitoring tools.  
**Person:** Cassie Robbins  
**Activity:** Teacher Training
- Oct 1, 2009:** The school BBT meets weekly to develop and review action plans for students at Tier III.  
**Person:** Cassie Robbins  
**Activity:** Intervention Development and Implementation
- Oct 15, 2009:** Teachers implement Response to Intervention (RTI) plans for students identified in need of remediation based on district and class assessments.  
**Person:** Homeroom teachers  
**Activity:** Intervention Development and Implementation
- Oct 15, 2009:** Recruit and train parent and community volunteers to assist teachers with implementation of RTI plans.  
**Person:** Chris Collier and task force  
**Activity:** Support
- Oct 15, 2009:** Workshop on Interpreting Data  
**Person:** Cassie Robbins and Traci Bluiett  
**Activity:** Teacher Training
- Oct 30, 2009:** Workshop on choosing appropriate interventions based on data  
**Person:** Cassie Robbins  
**Activity:** Teacher Training
- Oct 31, 2009:** Provide assistance to teachers in developing progress monitoring tools to track student growth matched to interventions in place.  
**Person:** Cassie Robbins and Traci Bluiett  
**Activity:** Teacher Training
- Nov 1, 2009:** The school BBT meets weekly to develop and review action plans for students at Tier III.  
**Person:** Cassie Robbins  
**Activity:** Intervention Development and Implementation
- Nov 10, 2009:** Learn specific interventions matched to noted reading deficiencies on the MLW inventory  
**Person:** Mary Lynn Woods  
**Activity:** Teacher Training
- Dec 1, 2009:** The school BBT meets weekly to develop and review action plans for students at Tier III.  
**Person:** Cassie Robbins  
**Activity:** Intervention Development and Implementation
- Dec 10, 2009:** Review Progress Monitoring plans  
**Person:** Cassie Robbins and Traci Bluiett  
**Activity:** Collect first semester/trimester follow up data
- Dec 10, 2009:** Arrange a schedule of after school tutoring for identified students who need remediation based on ISTEP scores.  
**Person:** Chris Collier and Traci Bluiett  
**Activity:** Intervention Development and Implementation
- Dec 17, 2009:** Teachers implement Response to Intervention (RTI) plans for students identified in need of remediation based on district and class assessments.  
**Person:** Homeroom teachers  
**Activity:** Intervention Development and Implementation
- Jan 1, 2010:** The school BBT meets weekly to develop and review action plans for students at Tier III.  
**Person:** Cassie Robbins  
**Activity:** Intervention Development and Implementation

**Jan 15, 2010:** Re-identify tiers of students based on district or state assessment mid-year scores.

**Person:** Traci Bluiett and Cassie Robbins

**Activity:** Intervention Development and Implementation

**Feb 1, 2010:** The school BBT meets weekly to develop and review action plans for students at Tier III.

**Person:** Cassie Robbins

**Activity:** Intervention Development and Implementation

**Feb 18, 2010:** Teachers implement Response to Intervention (RTI) plans for students identified in need of remediation based on district and class assessments.

**Person:** Homeroom teachers

**Activity:** Intervention Development and Implementation

**Mar 1, 2010:** The school BBT meets weekly to develop and review action plans for students at Tier III.

**Person:** Cassie Robbins

**Activity:** Intervention Development and Implementation

**Apr 1, 2010:** The school BBT meets weekly to develop and review action plans for students at Tier III.

**Person:** Cassie Robbins

**Activity:** Intervention Development and Implementation

**May 1, 2010:** The school BBT meets weekly to develop and review action plans for students at Tier III.

**Person:** Cassie Robbins

**Activity:** Intervention Development and Implementation

**May 10, 2010:** Review Progress Monitoring Plans

**Person:** Cassie Robbins and Traci Bluiett

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

## Continuous Improvement Timeline

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