School Improvement Plan - PL221 Version - 2009-2012

May 27, 2009 13:00:19

New Horizons Alternative School (5670)
Indianapolis Public Schools
Indianapolis, IN

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

Indiana Student Achievement Institute
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Email: asai@asainstitute.org
Website: http://www.asainstitute.org
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School Improvement Plan Introduction

New Horizons Alternative School

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

- Indiana Student Achievement Institute
- PL221
- Title I Schoolwide
- NCA

**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.

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

- Linda Gagyi - Administrator
- Yvonne Hollins - School Counselor
- Jethro Knazze - Administrator
- Darlene Miles - Teacher
- Cinnita Sayles - Teacher
- Brad White - Teacher

Strategy Chairs

- Rose Edwards
- Linda Gagyi
- Jethro Knazze
- Cinnamon Lee
- Darlene Miles
- Christy Raghunath
- Cinnita Sayles
- Sandra Young

Community Council

- Tina Carter
- Emil Ekiyor
- Cynthia Peoples
- Clarence White Jr. - Reverend
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 safe physical environment that is state-of-the-art, aesthetically pleasing, and comfortable. This includes all facilities (i.e., classrooms, locker rooms, offices, restrooms), sufficient and updated textbooks and materials, and consistent and timely access to technology. We believe our students deserve a safe emotional environment with access to student services, conflict resolution, and a health clinic or nurse in the school. We believe our students deserve to have learning experiences that include cultural events, travel, career exploration, foreign languages, art/music and community service activities. We believe that our students deserve timely feedback of their progress. We believe they must learn to think critically and independently in order to be successful in higher education and to become productive citizens in a global economy. We believe in the IPS District Initiatives, and will honor the Core Values of Excellence, Scholarship, Courage, and Respect. We also believe in the district’s Cultural Imperatives including: Children come first; All employees are accountable for student achievement that meets or exceeds state standards; All employees demonstrate professionalism and integrity; Student success is the only option; Potential is discovered and nurtured; Academic rigor is the norm; Communication is clear, open, and timely; Students, parents, families, and community members are essential partners; Diversity is valued as demonstrated by culturally competent practices; Facilities are safe, clean, secure, and inviting.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions as they guide and counsel our community’s young people: All faculty and school staff members greet our children by name in the morning. Cleanliness of common areas including classrooms, office areas, restrooms and locker rooms is a priority. A system of sharing and distributing technological resources exists such that each subject area, teacher and students has equitable access to these items. A system of collegiality exists in which all educators join forces to collectively solve problems and design strategies to help students learn. All school staff have knowledge of community resources that include tutoring and social services. They have received training in teaching children how to resolve conflicts in an appropriate manner. Adults refer students with personal and/or social problems that interfere with learning to the school counselors for individual and group counseling. A guidance curriculum is provided for all students with implementation shared by counselors, the teacher-advisors, and classroom teachers. Counselors meet with all students to discuss their academic progress, provide individual guidance, and update the students’ guidance portfolio. In addition, the school counselors provide consultation for parents and teachers to help them develop strategies for working with young people. Referral information is provided to students and parents, at their request, who need more intense counseling or therapy. Cultural based activities (such as museums, theater productions, historical and natural landmarks), career exploration, and service-learning are intertwined into state and corporation standards to enhance citizen development. All adults will have high expectations of all students in areas of academics and social behavior. It is an expectation that students will think independently, graduate from high school, and attend a post-secondary institution of higher learning.

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

In this environment where all adults are living by their core convictions, all students have high expectations for their academic success. They recognize that New Horizons Middle/High School affords an opportunity for them to rectify poor choices in the past and they look forward to the future. Students accept ownership and responsibility for their social actions and their education. All students understand that adults are involved in education for the love of assisting and guiding young people; however each student is still responsible for their own destiny. Each student accepts the challenges of academic rigor. They understand that success is often followed by work that takes place outside of the classroom. Students will accept the opportunities to explore the world around them through cultural events and career exploration. Students will use these activities to challenge traditional thinking and approach education as an opportunity to be a productive citizen.

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

- % of students who pass the GQE: 100%
- % of students who graduate: 100%
- % of students who earn a Core 40 diploma: 100%
- % of students who pass the Algebra I end of course exam: 100%
• % of students who pass the English 11 end of course exam: 100%
• % of students who pass all classes: 100%
• % of students who score 1600 on the SAT: 100%
• % of students who score a 36 on the ACT: 100%
• % of students who earn a GPA of 4.0 on a 4.0 scale: 100%
• % of students who earn a minimum of 7 credits per semester: 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.

12th Grade Students - % who graduate with at least a General Diploma

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<tr>
<td>Actual</td>
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<td>83</td>
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All 7th grade students tested ISTEP+ - mastery of Writing Applications (seat data)

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

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<td>18</td>
<td>31</td>
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<tr>
<td>Actual</td>
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<td>20</td>
<td>15</td>
<td>30</td>
<td>37</td>
<td>40</td>
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Black students - passing ISTEP English/LA

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<td>Actual</td>
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<td>34</td>
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Black students - percent passing ISTEP math

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**Special Education students - percent passing ISTEP English/LA**

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**Special Education students - percent passing ISTEP Math**

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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: Instructional practices do not adequately ensure that rigorous content is being taught to all students in a manner that promotes learning for all students. Required by P.L. 221

District Area of Concern

Concern: [blank]

Concern: [blank]

Concern: Teachers need tools to support their instruction of writing using a common language. Required by P.L. 221 and

District Area of Concern

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

District Area of Concern

Concern: Promoting enrollment of students in Algebra I during their 8th grade school year.

District Area of Concern

Concern: [blank]

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers
K. Attracting HighlyQualified 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. TESA —

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

BB. Administrator Walkthrough —

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 expectation (TESA), cultural competencies and health/safety issues throughout the school year. The principal will provide mentoring to teachers as needed

CC. Predictor and End Semester Assessments Strategy —

Teachers will follow the IPS pacing guides for Math, Science and Social Studies and the Language Consensus/Pacing Maps; implement three predictor assessments in Math, Language Arts, Science and Social Studies; and provide remediation of students throughout the school year, August-May. End of semester assessments in Math, Language Arts, Science and Social Studies will be given at the end of second and fourth grading periods.

DD. Student Graduation Plan —

The School will do periodic review of student’s graduation plan from sending school and implement plan with resources available at New Horizon Alternative School.

GG. Promoting enrollment of students in Algebra I during their 8th grade school year. —

The school will evaluate and when possible schedule students in Algebra I course and/or upon return to their boundary school recommend placement in Algebra I course.

Required Strategies

A. Parent Involvement —

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

F. Encourage Rigorous Curriculum —

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 teacher’s lesson plans for Language Arts through out each week during the school year, August-May.

I. Focused Academic Area: 5-5-3-3 —

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

J. Instruction by Highly Qualified Teachers —

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

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

L. Early Childhood Transition —

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 —

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

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

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

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

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

S. School-Parent Compact —

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

T. Annual Parent Meeting —

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

U. Focused Student Group: Special Education —

The special education compliance monitor will prepare folders for teachers to review the IEP for each special education student. Folders will be made available in the compliance monitor’s office. The special education compliance monitor will also prepare a school list of students with IEP’s. August-May.

W. Timely Additional Assistance —

Qualified students (based on DIBELS score) will received a daily 50 minute class period of focused reading instruction by a highly qualified Title 1 reading teacher.
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. TESA

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<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
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<td><strong>TESA Strategy Chair Meeting</strong></td>
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</tr>
<tr>
<td>TESA Strategy Chair Meetings for previously trained schools</td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TESA Building Level Training for TESA Awareness Session</strong></td>
<td>Source:</td>
<td></td>
</tr>
<tr>
<td>Brief Description</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Building level TESA Awareness Session for new faculty members in previously trained schools</td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
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<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TESA Building Level Training for Workshop #1</strong></td>
<td>Source:</td>
<td></td>
</tr>
<tr>
<td>Brief Description</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Building level training for TESA Workshop #1 â Training for new faculty members in previously trained schools</td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
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<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TESA Building Level Training for Workshop #2</strong></td>
<td>Source:</td>
<td></td>
</tr>
<tr>
<td>Brief Description</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Building level training for TESA Workshop #2 â training for new faculty members in previously trained schools</td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Professional Development Activity</td>
<td>Funding</td>
<td>Activity Purpose</td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>------------------</td>
</tr>
<tr>
<td><strong>TESA Building Level Training for Workshop #3</strong></td>
<td>Source:</td>
<td>Intended Participants: Teachers</td>
</tr>
<tr>
<td>Brief Description</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Building level training for TESA Workshop #3 â training for new faculty members in previously trained schools</td>
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</table>

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<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TESA Building Level Training for Workshop #4</strong></td>
<td>Source:</td>
<td>Intended Participants: Teachers</td>
</tr>
<tr>
<td>Brief Description</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Building level training for TESA Workshop #4 â training for new faculty members in previously trained schools</td>
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<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TESA Building Level Training for Workshop #5</strong></td>
<td>Source:</td>
<td>Intended Participants: Teachers</td>
</tr>
<tr>
<td>Brief Description</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Building level training for TESA Workshop # â training for new faculty members in previously trained schools</td>
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<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TESA Strategy Chair Meeting</strong></td>
<td>Source:</td>
<td>Intended Participants: Teachers</td>
</tr>
<tr>
<td>Brief Description</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>TESA Strategy Chair Meetings for previously trained schools</td>
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<td></td>
</tr>
</tbody>
</table>

**CC. Predictor and End Semester Assessments Strategy**

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using predictor and end of semester data to drive instruction</strong></td>
<td>Source:</td>
<td>Intended Participants: Administrators</td>
</tr>
<tr>
<td>Brief Description</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>During monthly Principalsââ meetings 15-30 minutes will be devoted to talking about and giving suggestions on how to utilize the data to move instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DD. Student Graduation Plan**
### Professional Development Activity

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to the 6th Grade Graduation Plan</strong></td>
<td>Source: $</td>
<td><strong>Activity Purpose</strong></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>Introduce to the Social Worker/Counselors in the school who have 6th grade students all the 6th Grade Graduation materials and required activities and timelines that must be completed by April 2010 with each student.</td>
<td>Counselors, Administrators, Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Plan Refresher Session</strong></td>
<td>Source: $</td>
<td><strong>Activity Purpose</strong></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>Review with all the schoolsâ Social Worker/Counselors in the school who have 7th-12th grade students the Grade level Graduation materials and required activities and timeline that must be completed by April 2010 with each student.</td>
<td>Teachers, Administrators</td>
<td></td>
</tr>
</tbody>
</table>

### A. Parent Involvement

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Liaison Professional Development</strong></td>
<td>Source: $</td>
<td><strong>Activity Purpose</strong></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>Monthly meeting with the Title 1 Parent Facilitator will provide on-going staff development for all Parent Liaisons.</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Workshops</strong></td>
<td>Source: $</td>
<td><strong>Activity Purpose</strong></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>Provide parent liaison with materials, ideas, and instructions work packet/visit homes</td>
<td>Teachers, Other</td>
<td></td>
</tr>
</tbody>
</table>

### F. Encourage Rigorous Curriculum

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts Mapping and Talking in Grade Levels K-12</strong></td>
<td>Source: $</td>
<td><strong>Activity Purpose</strong></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>Review the mapping process and how to use Rubicon Atlas software so all trainers can be trainers for each schools Language Arts teachers and will be able to assist the school staff as we start the mapping process</td>
<td>Teachers, Administrators</td>
<td>Talk to</td>
</tr>
<tr>
<td>Professional Development Activity</td>
<td>Funding</td>
<td>Activity Purpose</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Language Arts Mapping and Talking Grade Levels K-12</strong></td>
<td>Source:</td>
<td>Activity Purpose</td>
</tr>
<tr>
<td><strong>Activity Purpose</strong></td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>Review with all Language Arts teachers at the schools the Language Arts Pacing/Consensus maps and the individual Skeleton maps and the expectations for mapping the Language Arts curriculum for daily lessons</td>
<td>Teachers</td>
<td>Talk to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts Mapping and Talking in Grade Levels K-12</strong></td>
<td>Source:</td>
<td>Activity Purpose</td>
</tr>
<tr>
<td><strong>Activity Purpose</strong></td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>Mapping ALL Language Arts lessons using the Individual Skeleton Maps in the Rubicon/Atlas software</td>
<td>Teachers</td>
<td>Presentation/Workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tiers III, IV and V team members will review with all Language Arts teachers the district Pacing/Con</strong></td>
<td>Source:</td>
<td>Activity Purpose</td>
</tr>
<tr>
<td><strong>Activity Purpose</strong></td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>Language Arts Curriculum Mapping Review Meeting</td>
<td>Teachers</td>
<td>Talk to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meet in STPT (Elem) or PLC (Secondary) groups</strong></td>
<td>Source:</td>
<td>Activity Purpose</td>
</tr>
<tr>
<td><strong>Activity Purpose</strong></td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts Mapping and Talking in Grade Levels K-12</strong></td>
<td>Source:</td>
<td>Activity Purpose</td>
</tr>
<tr>
<td><strong>Activity Purpose</strong></td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>All Language Arts teachers will be consistently following the district Pacing/Consensus maps and individually mapping units of instruction in the area of Language Arts instruction.</td>
<td>Teachers</td>
<td>Talk to</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Training on 5â5â3â3 District-Wide Strategies (Overview)</strong></td>
<td>Source:</td>
<td>Activity Purpose</td>
</tr>
<tr>
<td><strong>Activity Purpose</strong></td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td>Power points are provided to administrators &amp; staff to conduct the initial meeting of the strategies. All power points and resources will be located on IPS Online under the Curriculum and Instructional Accountability Division.</td>
<td>Teachers</td>
<td>Presentation/Workshop</td>
</tr>
<tr>
<td>Professional Development Activity</td>
<td>Funding</td>
<td>Activity Purpose</td>
</tr>
<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td><strong>Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies</strong></td>
<td>Source:</td>
<td></td>
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<tr>
<td></td>
<td>Amount: $</td>
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</table>

**Brief Description**

After the initial overview of the 5â5â3â3 District-Wide Strategies, the principal will conduct a training on List Group Label utilizing resources from IPS Online. The staff will utilize this strategy the entire month of August with reflections presented during staff meetings.

**Intended Participants**

Teachers

**Activity Format**

Talk to Presentation/Workshop

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
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</thead>
<tbody>
<tr>
<td><strong>Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies</strong></td>
<td>Source:</td>
<td></td>
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<td></td>
<td>Amount: $</td>
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</table>

**Brief Description**

The principal will conduct a training on Concept Definition Map utilizing resources from IPS Online. The staff will utilize this strategy the entire month of September with reflections presented during staff meetings.

**Intended Participants**

Teachers

**Activity Format**

Talk to Presentation/Workshop

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
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<tbody>
<tr>
<td><strong>Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies</strong></td>
<td>Source:</td>
<td></td>
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<td></td>
<td>Amount: $</td>
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</table>

**Brief Description**

The principal will conduct a training on Associations utilizing resources from IPS Online. The staff will utilize this strategy the entire month of October with reflections presented during staff meetings.

**Intended Participants**

Teachers

**Activity Format**

Talk to Presentation/Workshop

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
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</thead>
<tbody>
<tr>
<td><strong>Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies</strong></td>
<td>Source:</td>
<td></td>
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<tr>
<td></td>
<td>Amount: $</td>
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</tbody>
</table>

**Brief Description**

The principal will conduct a training on Quickwrite utilizing resources from IPS Online. The staff will utilize this strategy the entire month of November with reflections presented during staff meetings.

**Intended Participants**

Teachers

**Activity Format**

Talk to Presentation/Workshop

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies</strong></td>
<td>Source:</td>
<td></td>
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<tr>
<td></td>
<td>Amount: $</td>
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</tbody>
</table>

**Brief Description**

The principal will conduct a training on Enhancing Descriptive Writing Within the Content utilizing resources from IPS Online. The staff will utilize this strategy the entire month of December with reflections presented during staff meetings.

**Intended Participants**

Teachers

**Activity Format**

Talk to Presentation/Workshop
<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Staff Training on 5â5â3â3 District-Wide Strategies: Focus on</td>
<td>Source: $</td>
<td></td>
</tr>
<tr>
<td>Comprehension Strategies**</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Brief Description</td>
<td><strong>Intended Participants</strong></td>
<td><strong>Activity Format</strong></td>
</tr>
<tr>
<td>The principal will conduct a training on Making Thinking Visible</td>
<td>Teachers</td>
<td>Talk to Presentation/Workshop</td>
</tr>
<tr>
<td>utilizing resources from IPS Online. The staff will utilize this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strategy the entire month of January with reflections presented</td>
<td></td>
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<tr>
<td>during staff meetings.</td>
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<tr>
<td>**Staff Training on 5â5â3â3 District-Wide Strategies: Focus on</td>
<td>Source: $</td>
<td></td>
</tr>
<tr>
<td>Comprehension Strategies**</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Brief Description</td>
<td><strong>Intended Participants</strong></td>
<td><strong>Activity Format</strong></td>
</tr>
<tr>
<td>The principal will conduct a training on Discussion utilizing</td>
<td>Teachers</td>
<td>Talk to Presentation/Workshop</td>
</tr>
<tr>
<td>resources from IPS Online. The staff will utilize this strategy the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>entire month of May with reflections presented during staff meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Staff Training on 5â5â3â3 District-Wide Strategies: Focus on</td>
<td>Source: $</td>
<td></td>
</tr>
<tr>
<td>Comprehension Strategies**</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Brief Description</td>
<td><strong>Intended Participants</strong></td>
<td><strong>Activity Format</strong></td>
</tr>
<tr>
<td>The principal will conduct a training on Note-Taking and Note-Making</td>
<td>Teachers</td>
<td>Talk to Presentation/Workshop</td>
</tr>
<tr>
<td>utilizing resources from IPS Online. The staff will utilize this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strategy the entire month of February with reflections presented</td>
<td></td>
<td></td>
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<tr>
<td>during staff meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Staff Training on 5â5â3â3 District-Wide Strategies: Focus on</td>
<td>Source: $</td>
<td></td>
</tr>
<tr>
<td>Comprehension Strategies**</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Brief Description</td>
<td><strong>Intended Participants</strong></td>
<td><strong>Activity Format</strong></td>
</tr>
<tr>
<td>The principal will conduct a training on Questioning utilizing</td>
<td>Teachers</td>
<td>Talk to Presentation/Workshop</td>
</tr>
<tr>
<td>resources from IPS Online. The staff will utilize this strategy the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>entire month of March with reflections presented during staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meetings.</td>
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</tr>
<tr>
<td>**Staff Training on 5â5â3â3 District-Wide Strategies: Focus on</td>
<td>Source: $</td>
<td></td>
</tr>
<tr>
<td>Comprehension Strategies**</td>
<td>Amount: $</td>
<td></td>
</tr>
<tr>
<td>Brief Description</td>
<td><strong>Intended Participants</strong></td>
<td><strong>Activity Format</strong></td>
</tr>
<tr>
<td>The principal will conduct a training on Summarizing utilizing</td>
<td>Teachers</td>
<td>Talk to Presentation/Workshop</td>
</tr>
<tr>
<td>resources from IPS Online. The staff will utilize this strategy the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>entire month of April with reflections presented during staff</td>
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<tr>
<td>meetings.</td>
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</tr>
</tbody>
</table>

**L. Early Childhood Transition**

No professional development is needed for this strategy.
**U. Focused Student Group: Special Education**

No professional development activities have been entered on this strategy’s plan.
If none is needed, please indicate so by checking the box on the Professional Development Summary Entry.

**W. Timely Additional Assistance**

No professional development activities have been entered on this strategy’s plan.
If none is needed, please indicate so by checking the box on the Professional Development Summary Entry.
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: Instructional practices do not adequately ensure that rigorous content is being taught to all students in a manner that promotes learning for all students. Required by P.L. 221

Data Targets Influenced by This Concern:
- 12th Grade Students -- % who graduate with at least a General Diploma

Strategies to Impact This Concern:
- U. Focused Student Group: Special Education

Concern: [blank]

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

Concern: [blank]

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

Concern: Teachers need tools to support their instruction of writing using a common language. Required by P.L. 221 and

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

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

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- AA. TESA
- BB. Administrator Walkthrough
Concern: Promoting enrollment of students in Algebra I during their 8th grade school year.

Data Targets Influenced by This Concern:
- Black students -- percent passing ISTEP math

Strategies to Impact This Concern:
- GG. Promoting enrollment of students in Algebra I during their 8th grade school year.

Concern: [blank]

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

Required Areas of Concern

A. Parent Involvement (Title I)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- A. Parent Involvement

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:
- All 7th grade students tested ISTEP+ -- mastery of Writing Applications (seat data)
- Black students -- passing ISTEP English/LA
- Black students -- percent passing ISTEP math
- Special Education students -- percent passing ISTEP English/LA
- Special Education students -- percent passing ISTEP Math

Strategies to Impact This Concern:
- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221, Title I)

Data Targets Influenced by This Concern:
- Special Education students -- percent passing ISTEP English/LA
- Special Education students -- percent passing ISTEP Math

Strategies to Impact This Concern:
- CC. Predictor and End Semester Assessments Strategy
- F. Encourage Rigorous Curriculum
- I. Focused Academic Area: 5-5-3-3
J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:
- Special Education students -- percent passing ISTEP English/LA
- Special Education students -- percent passing ISTEP Math

Strategies to Impact This Concern:
- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

M. Parent Notice - Assessment Results (Title I)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- M. Parent Notice - Assessment Results

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- Q. School-Parent Involvement Policy

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

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- R1. Parent Right-to-Know Letter - Qualifications
R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- T. Annual Parent Meeting

U. Focused Student Group (PL221, Title I)

Data Targets Influenced by This Concern:
- Special Education students -- percent passing ISTEP English/LA
- Special Education students -- percent passing ISTEP Math

Strategies to Impact This Concern:
- AA. TESA
- U. Focused Student Group: Special Education

W. Timely Additional Assistance (Title I)

Data Targets Influenced by This Concern:
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:
- W. Timely Additional Assistance
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.

<table>
<thead>
<tr>
<th>Description and location of curriculum:</th>
<th>On IPS website</th>
<th>Force Field Report B: Curriculum Additional Data #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Titles and descriptions of assessment instruments to be used in addition to ISTEP+:</td>
<td>IPS Benchmark testing for all subject areas given 4 times per year.</td>
<td>Force Field Report C: Assessment Additional Data #1</td>
</tr>
<tr>
<td>Statutes and rules to be waived:</td>
<td>Honors classes and AP classes are not offered as a part of our curriculum.</td>
<td>Force Field Report G: Environment Additional Data #2</td>
</tr>
<tr>
<td>Program Consolidation Plan:</td>
<td>We are not consolidating.</td>
<td>Force Field Report G: Environment Additional Data #2</td>
</tr>
</tbody>
</table>
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 roadmap as we implement our School Improvement Plan.

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

AA. TESA

Aug 25, 2009: Conduct Building Level TESA Awareness Session
   Person: TESA Strategy Chair
   Activity: TESA Building Level Training for TESA Awareness Session

Sep 25, 2009: Conduct Building Level Training for TESA Workshop #1
   Person: TESA Strategy Chair
   Activity: TESA Building Level Training for Workshop #1

Oct 1, 2009: Attend TESA Strategy Chair Meeting
   Person: TESA Strategy Chair
   Activity: TESA Strategy Chair Meeting

Oct 25, 2009: Conduct Building Level Training for TESA Workshop #2
   Person: TESA Strategy Chair
   Activity: TESA Building Level Training for Workshop #2

Nov 25, 2009: Conduct Building Level Training for TESA Workshop #3
   Person: TESA Strategy Chair
   Activity: TESA Building Level Training for Workshop #3

Dec 25, 2009: Conduct Building Level Training for TESA Workshop #4
   Person: TESA Strategy Chair
   Activity: TESA Building Level Training for Workshop #4

Jan 25, 2010: Conduct Building Level Training for TESA Workshop #5
   Person: TESA Strategy Chair
   Activity: TESA Building Level Training for Workshop #5

Feb 1, 2010: Attend TESA Strategy Chair Meeting
   Person: TESA Strategy Chair
   Activity: TESA Strategy Chair Meeting

CC. Predictor and End Semester Assessments Strategy

, 0: Offer encouragement to share their expertise with others
   Person:
   Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

May 29, 2009: Offer encouragement to share their expertise with others
   Person:
   Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Jun 29, 2009: Offer encouragement to share their expertise with others
   Person:
   Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Jul 29, 2009: Offer encouragement to share their expertise with others
   Person:
   Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
Aug 1, 2009: Weekly August STPT meeting
Person:
Activity: Meet in STPT meeting to address concerns

Aug 8, 2009: Weekly August STPT meeting
Person:
Activity: Meet in STPT meeting to address concerns

Aug 15, 2009: Weekly August STPT meeting
Person:
Activity: Meet in STPT meeting to address concerns

Aug 17, 2009: Collect the Activities developed and used to address non-mastered indicators
Person: Linda Gagyi
Activity: First Semester: Collect the Activities developed and used to address non-mastered indicators

Aug 17, 2009: Collect STPT minutes
Person: Linda Gagyi
Activity: First Semester: Collect the STPT minutes

Aug 22, 2009: Weekly August STPT meeting
Person:
Activity: Meet in STPT meeting to address concerns

Aug 29, 2009: Weekly August STPT meeting
Person:
Activity: Meet in STPT meeting to address concerns

Aug 29, 2009: Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Sep, 2009: Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Sep 17, 2009: Collect the Activities developed and used to address non-mastered indicators
Person: Linda Gagyi
Activity: First Semester: Collect the Activities developed and used to address non-mastered indicators

Sep 17, 2009: Collect STPT minutes
Person: Linda Gagyi
Activity: First Semester: Collect the STPT minutes

Sep 29, 2009: Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Oct, 2009: Develop activities for working with students on intervention activities to address non-mastered indicators
Person:
Activity: Review Predictor Test results

Oct, 2009: At one of the STPT or PLC meetings each month, staff discuss the data and strategies and develop sponge or bell ringer activities that can be used to drive instruction in the classroom
Person: Principal
Activity: Using predictor and end of semester data to drive instruction

Oct 1, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person:
Activity: Identify non-mastered standards and indicators
Oct 3, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators. --
Person:
Activity: Identify non-mastered standards and indicators

Oct 8, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person:
Activity: Identify non-mastered standards and indicators

Oct 10, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators. --
Person:
Activity: Identify non-mastered standards and indicators

Oct 14, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person:
Activity: Identify non-mastered standards and indicators

Oct 16, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators. --
Person:
Activity: Identify non-mastered standards and indicators

Oct 17, 2009: Collect the Activities developed and used to address non-mastered indicators
Person: Linda Gagyi
Activity: First Semester: Collect the Activities developed and used to address non-mastered indicators

Oct 17, 2009: Collect STPT minutes
Person: Linda Gagyi
Activity: First Semester: Collect the STPT minutes

Oct 21, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person:
Activity: Identify non-mastered standards and indicators

Oct 23, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators. --
Person:
Activity: Identify non-mastered standards and indicators

Oct 28, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators.
Person:
Activity: Identify non-mastered standards and indicators

Oct 29, 2009: Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Oct 30, 2009: Develop sponge or bell ringers addressing non-mastered standards and indicators. --
Person:
Activity: Identify non-mastered standards and indicators

Nov 17, 2009: Collect the Activities developed and used to address non-mastered indicators
Person: Linda Gagyi
Activity: First Semester: Collect the Activities developed and used to address non-mastered indicators

Nov 17, 2009: Collect STPT minutes
Person: Linda Gagyi
Activity: First Semester: Collect the STPT minutes

Nov 29, 2009: Offer encouragement to share their expertise with others
Person:
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning
Dec 17, 2009: Collect the Activities developed and used to address non-mastered indicators
Person: Linda Gagyi
Activity: First Semester: Collect the Activities developed and used to address non-mastered indicators

Dec 17, 2009: Collect STPT minutes
Person: Linda Gagyi
Activity: First Semester: Collect the STPT minutes

Dec 29, 2009: Offer encouragement to share their expertise with others
Person: 
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Jan, 2010: Develop activities for working with students on intervention activities to address non-mastered indicators
Person:
Activity: Review Predictor Test results

Jan 10, 2010: Collect STPT minutes
Person: Linda Gagyi
Activity: Second Semester: Collect the STPT minutes

Jan 14, 2010: Collect the Activities developed and used to address non-mastered indicators
Person: Linda Gagyi
Activity: Second Semester: Collect the Activities developed and used to address non-mastered indicators

Jan 29, 2010: Offer encouragement to share their expertise with others
Person: 
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Jan 31, 2010: Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.
Person: 
Activity: Review End of Semester test results

Feb 10, 2010: Collect STPT minutes
Person: Linda Gagyi
Activity: Second Semester: Collect the STPT minutes

Feb 28, 2010: Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.
Person: 
Activity: Review End of Semester test results

Mar 1, 2010: Offer encouragement to share their expertise with others
Person: 
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Mar 10, 2010: Collect STPT minutes
Person: Linda Gagyi
Activity: Second Semester: Collect the STPT minutes

Mar 14, 2010: Collect the Activities developed and used to address non-mastered indicators
Person: Linda Gagyi
Activity: Second Semester: Collect the Activities developed and used to address non-mastered indicators

Mar 28, 2010: Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.
Person: 
Activity: Review End of Semester test results

Apr , 2010: Develop activities for working with students on intervention activities to address non-mastered indicators
Person: 
Activity: Review Predictor Test results
Apr 1, 2010: Offer encouragement to share their expertise with others
Person: 
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

Apr 10, 2010: Collect STPT minutes
Person: Linda Gagyi
Activity: Second Semester: Collect the STPT minutes

Apr 25, 2010: Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.
Person: 
Activity: Review End of Semester test results

May 1, 2010: Offer encouragement to share their expertise with others
Person: 
Activity: Reluctant staff members who will not join colleagues in collaboration to improve student learning

May 10, 2010: Develop activities and a plan for working with students on intervention activities to address non-mastered indicators.
Person: 
Activity: Review End of Semester test results

May 10, 2010: Collect STPT minutes
Person: Linda Gagyi
Activity: Second Semester: Collect the STPT minutes

May 10, 2010: Collect student plans developed to work with students on intervention strategies
Person: Linda Gagyi
Activity: Second Semester: Collect student plans developed to work with students on intervention strategies

May 14, 2010: Collect the Activities developed and used to address non-mastered indicators
Person: Linda Gagyi
Activity: Second Semester: Collect the Activities developed and used to address non-mastered indicators

DD. Student Graduation Plan

Sep , 2009: Attend 6th Grade Graduation Plan meeting
Person: Joan Harrell and Ginger Arvin
Activity: Introduction to the 6th Grade Graduation Plan

Sep , 2009: Principal, Media Specialist and Social Worker/Counselor of school with sixth grade students will meet and review the 6th grade graduation materials and resources.
Person: 
Activity: Review and discuss the 6th grade graduation plan materials and resources

Oct , 2009: Attend Refresher Session on Graduation Plans
Person: Laverne Anderson and Janet Huck (IPS Lead Counselors)
Activity: Graduation Plan Refresher Session

Oct , 2009: Principal and/or Social Worker/Counselor will meet with the sixth grade students in a group and introduce to them the graduation plan and explain the steps that will take place through the school year to complete this plan
Person: 
Activity: Introduce to students the 6th grade graduation plan and its purpose

Nov , 2009: Media Specialist, principal or teacher will help students complete either electronically or by paper and pencil a learning styles inventory found on the Learn More Indiana website
Person: 
Activity: Complete a learning styles Inventory
Dec, 2009: Principal and/or Social Worker/Counselor will lead a Parent/Student meeting where they learn the basics of the three different Core 40 diploma options and parent and student pick one as a goal. Parents are to sign this plan
   Person: Activity: 6th grade graduation plan Parent / Student meeting

Dec, 2009: Media specialist or Social Worker/Counselor or Teacher will help students to complete either electronically or by paper and pencil a career interest inventory found on the Learn More Indiana website
   Person: Activity: Complete a career interest inventory

Jan, 2010: Social Worker/Counselor will work with parents and students in grades 6th, 7th, & 8th to submit and application for the Twenty-first Century Scholars Gear Up Program
   Person: Activity: Apply for Twenty-First Century Scholars Gear Up Program Grant

Jan, 2010: Social Worker/Counselor, Parent Liaison or Teacher will contact the parent to set up another time to meet with the parent to go over the graduation plan with parent and the student
   Person: Activity: Parents do not attend the 6th grade graduation plan meeting

Feb, 2010: Students lead by the teacher and/or Social Worker/Counselor will go over and discuss the activities in the On Track mini magazine
   Person: Activity: Read the On Track mini magazine and complete the activities

Mar, 2010: Classroom teacher or Social Worker/Counselor will discuss with each student the results of inventories and career profile exploration and how it relates to their possible career interests and develop a career plan on the 6th grade graduation plan document
   Person: Activity: Discuss the results of the Learning Styles Inventory, Career Interest Inventory and the Career Profi

Mar, 2010: Principal will discuss the non-compliance and proper procedures will be followed so compliance timeline is met by individual
   Person: Activity: Media Specialist or Teacher do not have students complete the inventories

Mar, 2010: Social Worker/Counselor and/or Parent Liaison will make contact with the parent and encourage them to apply each year
   Person: Activity: Students do not apply for the Twenty-First Century Scholars Gear-Up Program

Apr, 2010: Students will complete all the activities and requirements for the grade level graduation plan in which they are currently enrolled
   Person: Activity: Complete the graduation plan

Encourage Rigorous Curriculum

0: SECONDARY LEVEL: Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
   Person: All School Language Arts Teachers
   Activity: Language Arts Mapping and Talking Grade Levels K-12

0: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
   Person: teachers
   Activity: Language Arts Mapping and Talking in Grade Levels K-12

0: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   Person:
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups
May 1, 2009: collect strategy data  
   Person: Christy Raghunath  
   Activity: Collect baseline data

May 6, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
   Person: All School Language Arts Teachers  
   Activity: Language Arts Mapping and Talking Grade Levels K-12

May 6, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
   Person:  
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

May 13, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
   Person: All School Language Arts Teachers  
   Activity: Language Arts Mapping and Talking Grade Levels K-12

May 13, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
   Person:  
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

May 20, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
   Person: All School Language Arts Teachers  
   Activity: Language Arts Mapping and Talking Grade Levels K-12

May 20, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
   Person:  
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

May 27, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
   Person: All School Language Arts Teachers  
   Activity: Language Arts Mapping and Talking Grade Levels K-12

May 27, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
   Person:  
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jun 1, 2009: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
   Person: teachers  
   Activity: Language Arts Mapping and Talking in Grade Levels K-12

Jun 3, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
   Person: All School Language Arts Teachers  
   Activity: Language Arts Mapping and Talking Grade Levels K-12

Jun 3, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
   Person:  
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jun 10, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
   Person: All School Language Arts Teachers  
   Activity: Language Arts Mapping and Talking Grade Levels K-12
Jun 10, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jun 17, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Jun 17, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jun 24, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Jun 24, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jul 1, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Jul 1, 2009: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
Person: teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12

Jul 1, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jul 8, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Jul 8, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jul 15, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Jul 15, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jul 22, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Jul 22, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
Jul 29, 2009: SECONDARY LEVEL – Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Jul 29, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Aug, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Aug 1, 2009: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
Person: teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12

Aug 1, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps
Person: teachers
Activity: Map Units of Language Arts

Aug 5, 2009: SECONDARY LEVEL – Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Aug 5, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Aug 8, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps
Person: teachers
Activity: Map Units of Language Arts

Aug 12, 2009: SECONDARY LEVEL – Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Aug 12, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Aug 15, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps
Person: teachers
Activity: Map Units of Language Arts

Aug 19, 2009: SECONDARY LEVEL – Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Aug 19, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Aug 22, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps
Person: teachers
Activity: Map Units of Language Arts
Aug 26, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
  Person: All School Language Arts Teachers
  Activity: Language Arts Mapping and Talking Grade Levels K-12

Aug 26, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
  Person:
  Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Aug 29, 2009: Teachers will map and put in the Rubicon Atlas system their individual maps
  Person: teachers
  Activity: Map Units of Language Arts

Aug 30, 2009: During staff development meeting they will review all the components and expectations of mapping for the school year
  Person:
  Activity: Tiers III, IV and V team members will review with all Language Arts teachers the district Pacing/Consensus

  Person: Principal
  Activity: Language Arts Mapping and Talking in Grade Levels K-12

Sep , 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
  Person: All School Language Arts Teachers
  Activity: Language Arts Mapping and Talking Grade Levels K-12

Sep , 2009: Principal will follow the IPS progressive Discipline steps for the teacher to comply
  Person:
  Activity: Teacher still are not completing individual maps for Language Arts in the Rubicon Atlas system

Sep , 2009: Principal will speak to teacher to find out why they are not individually mapping the units in Language Arts
  Person:
  Activity: Teacher will not complete individual maps for Language Arts in the Rubicon/Atlas System

Sep 1, 2009: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
  Person: teachers
  Activity: Language Arts Mapping and Talking in Grade Levels K-12

Sep 2, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
  Person: All School Language Arts Teachers
  Activity: Language Arts Mapping and Talking Grade Levels K-12

Sep 2, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
  Person:
  Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Sep 3, 2009: Attend Mapping Training â Tier III Group
  Person: Tier III, IV and V Group members
  Activity: Language Arts Mapping and Talking Grade Levels K-12

Sep 9, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
  Person: All School Language Arts Teachers
  Activity: Language Arts Mapping and Talking Grade Levels K-12

Sep 9, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
  Person:
  Activity: Meet in STPT (Elem) or PLC (Secondary) groups
Sep 16, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction
   Person: All School Language Arts Teachers
   Activity: Language Arts Mapping and Talking Grade Levels K-12

Sep 16, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   Person: All School Language Arts Teachers
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Sep 23, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction
   Person: All School Language Arts Teachers
   Activity: Language Arts Mapping and Talking Grade Levels K-12

Sep 23, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   Person: All School Language Arts Teachers
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Sep 30, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction
   Person: All School Language Arts Teachers
   Activity: Language Arts Mapping and Talking Grade Levels K-12

Sep 30, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   Person: All School Language Arts Teachers
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Oct 1, 2009: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
   Person: All School Language Arts Teachers
   Activity: Language Arts Mapping and Talking in Grade Levels K-12

Oct 7, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction
   Person: All School Language Arts Teachers
   Activity: Language Arts Mapping and Talking Grade Levels K-12

Oct 7, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   Person: All School Language Arts Teachers
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Oct 14, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction
   Person: All School Language Arts Teachers
   Activity: Language Arts Mapping and Talking Grade Levels K-12

Oct 14, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   Person: All School Language Arts Teachers
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Oct 21, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction
   Person: All School Language Arts Teachers
   Activity: Language Arts Mapping and Talking Grade Levels K-12

Oct 21, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   Person: All School Language Arts Teachers
   Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Oct 28, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction
   Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Oct 28, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Nov 1, 2009: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
Person: teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12

Nov 4, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Nov 4, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Nov 11, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Nov 11, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Nov 18, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Nov 18, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Nov 25, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Nov 25, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Dec , 2009: Teachers will print off one individual map they created during the first semester
Person: teachers
Activity: First Semester: Teachers will print off one individual map they created during the first semester

Dec , 2009: Attend Language Arts Mapping Training â Tier III, IV and V group members to review the process and make recommendations for revisions and changes that need to be considered and/or done.
Person: District Curriculum Mapping Director and Members of Tiers III-IV-V group members for Language Arts
Activity: Language Arts Mapping and Talking Grade Levels K-12

Dec , 2009: Attend Language Arts Mapping Training--Tier III, IV, and V group members to review the process and make recommendations for revisions and changes that need to be considered and/or done.
Person: members of language arts tiers III, IV, and V
Activity: Language Arts Mapping and Talking in Grade Levels K-12
Dec 1, 2009: collect strategy data  
Person: Christy Raghunath  
Activity: Collect first semester/trimester follow up data

Dec 1, 2009: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
Person: teachers  
Activity: Language Arts Mapping and Talking in Grade Levels K-12

Dec 2, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12

Dec 2, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Dec 9, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12

Dec 9, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Dec 16, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12

Dec 16, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Dec 23, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12

Dec 23, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Dec 30, 2009: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12

Dec 30, 2009: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Jan , 2010: All Language Arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
Person: All Language Arts Teachers  
Activity: Language Arts Mapping and Talking in Grade Levels K-12

Jan 1, 2010: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
Person: teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12

Jan 6, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12  

Jan 6, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups  

Jan 13, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12  

Jan 13, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups  

Jan 20, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12  

Jan 20, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups  

Jan 27, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12  

Jan 27, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups  

Feb 1, 2010: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
Person: teachers  
Activity: Language Arts Mapping and Talking in Grade Levels K-12  

Feb 1, 2010: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework  
Person: teachers  
Activity: Language Arts Mapping and Talking in Grade Levels K-12  

Feb 3, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12  

Feb 3, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed  
Person:  
Activity: Meet in STPT (Elem) or PLC (Secondary) groups  

Feb 10, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year's instruction  
Person: All School Language Arts Teachers  
Activity: Language Arts Mapping and Talking Grade Levels K-12
Feb 10, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Feb 17, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Feb 17, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Feb 24, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Feb 24, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Mar 1, 2010: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
Person: teachers
Activity: Language Arts Mapping and Talking in Grade Levels K-12

Mar 3, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Mar 3, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Mar 10, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Mar 10, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Mar 17, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Mar 17, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Mar 24, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next yearâs instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

Mar 24, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups
Mar 31, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
   
   **Person:** All School Language Arts Teachers
   **Activity:** Language Arts Mapping and Talking Grade Levels K-12

Mar 31, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   
   **Person:**
   **Activity:** Meet in STPT (Elem) or PLC (Secondary) groups

Apr 1, 2010: All language arts teachers will follow the Pacing/Consensus maps and individual map units of instruction using the individual skeleton maps as the framework
   
   **Person:** teachers
   **Activity:** Language Arts Mapping and Talking in Grade Levels K-12

Apr 7, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
   
   **Person:** All School Language Arts Teachers
   **Activity:** Language Arts Mapping and Talking Grade Levels K-12

Apr 7, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   
   **Person:**
   **Activity:** Meet in STPT (Elem) or PLC (Secondary) groups

Apr 14, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
   
   **Person:** All School Language Arts Teachers
   **Activity:** Language Arts Mapping and Talking Grade Levels K-12

Apr 14, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   
   **Person:**
   **Activity:** Meet in STPT (Elem) or PLC (Secondary) groups

Apr 21, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
   
   **Person:** All School Language Arts Teachers
   **Activity:** Language Arts Mapping and Talking Grade Levels K-12

Apr 21, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   
   **Person:**
   **Activity:** Meet in STPT (Elem) or PLC (Secondary) groups

Apr 28, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
   
   **Person:** All School Language Arts Teachers
   **Activity:** Language Arts Mapping and Talking Grade Levels K-12

Apr 28, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
   
   **Person:**
   **Activity:** Meet in STPT (Elem) or PLC (Secondary) groups

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

May 1, 2010: collect strategy data
   
   **Person:** Christy Raghunath
   **Activity:** Collect final semester/trimester follow up data

May 5, 2010: SECONDARY LEVEL â Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
   
   **Person:** All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

May 5, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

May 12, 2010: SECONDARY LEVEL: Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

May 12, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

May 19, 2010: SECONDARY LEVEL: Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

May 19, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

May 26, 2010: SECONDARY LEVEL: Attend PLC meetings and discuss Language Arts individual skeleton maps making revisions on their individual maps for next year’s instruction
Person: All School Language Arts Teachers
Activity: Language Arts Mapping and Talking Grade Levels K-12

May 26, 2010: Discuss individual maps created for first unit and make corrections, additions, deletions as needed
Person:
Activity: Meet in STPT (Elem) or PLC (Secondary) groups

Focused Academic Area

May 1, 2009: collect strategy data
Person: Cinnamon Lee
Activity: Collect baseline data

Aug 30, 2009: Utilize Curriculum & Instruction Materials (power point) to review the 5â5â3â3 District-Wide Strategies. Each month, the principal will âfocusâ on one strategy in the Vocabulary and comprehension areas. NOTE: Test Taking Strategies and Writing
Person: Jethroe Knazze
Activity: Staff Training on 5â5â3â3 District-Wide Strategies (Overview)

Aug 30, 2009: Conduct a training focusing on the Vocabulary Strategy:
Person: Jethroe Knazze
Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies

Sep 30, 2009: Conduct a training focusing on the Vocabulary Strategy: Concept Definition Map
Person: Principal
Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies

Oct 30, 2009: Conduct a training focusing on the Vocabulary Strategy: Associations
Person: Principal
Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies

Nov 30, 2009: Conduct a training focusing on the Vocabulary Strategy: Quickwrite
Person: Principal
Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies
Dec 18, 2009: Conduct a training focusing on the Vocabulary Strategy: Enhancing Descriptive Writing Within the Content
   Person: Principal
   Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Vocabulary Strategies

Jan 30, 2010: Conduct a training focusing on the Comprehension Strategy: Making Thinking Visible
   Person: Principal
   Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies

Feb 28, 2010: Conduct a training focusing on the Comprehension Strategy: Note-Taking and Note-Making
   Person: Principal
   Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies

Mar 30, 2010: Conduct a training focusing on the Comprehension Strategy: Questioning
   Person: Principal
   Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies

Apr 30, 2010: Conduct a training focusing on the Comprehension Strategy: Summarizing
   Person: Principal
   Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies

May 1, 2010: Collect strategy data
   Person: Cinnamon Lee
   Activity: Collect final semester/trimester follow up data

May 1, 2010: Collect strategy data
   Person: Cinnamon Lee
   Activity: Collect first semester/trimester follow up data

May 25, 2010: Conduct a training focusing on the Comprehension Strategy: Discussion
   Person: Principal
   Activity: Staff Training on 5â5â3â3 District-Wide Strategies: Focus on Comprehension Strategies

Focused Student Group

Aug 3, 2009: collect strategy data
   Person: Sandra Young
   Activity: Collect baseline data

Sep 1, 2009: General Ed. teachers meet with Compliance Monitor to discuss IEP concerns
   Person: Compliance Monitor
   Activity: Compliance Monitor is available to teachers to discuss IEP information and instructional strategies

Sep 1, 2009: Share information at monthly team meetings
   Person: Compliance Monitor
   Activity: Compliance Monitor will share IEP information with general ed. teachers

Oct 1, 2009: General Ed. teachers meet with Compliance Monitor to discuss IEP concerns
   Person: Compliance Monitor
   Activity: Compliance Monitor is available to teachers to discuss IEP information and instructional strategies

Oct 6, 2009: Share information at monthly team meetings
   Person: Compliance Monitor
   Activity: Compliance Monitor will share IEP information with general ed. teachers

Nov 1, 2009: General Ed. teachers meet with Compliance Monitor to discuss IEP concerns
   Person: Compliance Monitor
   Activity: Compliance Monitor is available to teachers to discuss IEP information and instructional strategies

Nov 3, 2009: Share information at monthly team meetings
   Person: Compliance Monitor
   Activity: Compliance Monitor will share IEP information with general ed. teachers
Dec 1, 2009: collect strategy data  
Person: Compliance Monitor  
Activity: Collect first semester/trimester follow up data

Dec 1, 2009: General Ed. teachers meet with Compliance Monitor to discuss IEP concerns  
Person: Compliance Monitor  
Activity: Compliance Monitor is available to teachers to discuss IEP information and instructional strategies

Dec 1, 2009: Share information at monthly team meetings  
Person: Compliance Monitor  
Activity: Compliance Monitor will share IEP information with general ed. teachers

Jan 1, 2010: General Ed. teachers meet with Compliance Monitor to discuss IEP concerns  
Person: Compliance Monitor  
Activity: Compliance Monitor is available to teachers to discuss IEP information and instructional strategies

Jan 5, 2010: Share information at monthly team meetings  
Person: Compliance Monitor  
Activity: Compliance Monitor will share IEP information with general ed. teachers

Feb 1, 2010: General Ed. teachers meet with Compliance Monitor to discuss IEP concerns  
Person: Compliance Monitor  
Activity: Compliance Monitor is available to teachers to discuss IEP information and instructional strategies

Feb 2, 2010: Share information at monthly team meetings  
Person: Compliance Monitor  
Activity: Compliance Monitor will share IEP information with general ed. teachers

Mar 1, 2010: General Ed. teachers meet with Compliance Monitor to discuss IEP concerns  
Person: Compliance Monitor  
Activity: Compliance Monitor is available to teachers to discuss IEP information and instructional strategies

Mar 2, 2010: Share information at monthly team meetings  
Person: Compliance Monitor  
Activity: Compliance Monitor will share IEP information with general ed. teachers

Apr 1, 2010: General Ed. teachers meet with Compliance Monitor to discuss IEP concerns  
Person: Compliance Monitor  
Activity: Compliance Monitor is available to teachers to discuss IEP information and instructional strategies

Apr 6, 2010: Share information at monthly team meetings  
Person: Compliance Monitor  
Activity: Compliance Monitor will share IEP information with general ed. teachers

May 1, 2010: collect strategy data  
Person: Compliance Monitor  
Activity: Collect final semester/trimester follow up data

May 1, 2010: General Ed. teachers meet with Compliance Monitor to discuss IEP concerns  
Person: Compliance Monitor  
Activity: Compliance Monitor is available to teachers to discuss IEP information and instructional strategies

Parent Involvement

Aug 25, 2009: Collect monthly parent meeting and workshop evaluations  
Person: Parent Liaison  
Activity: First Semester: Collect monthly parent meeting and workshop evaluations
Aug 30, 2009: collect strategy data
Person: Darlene Miles
Activity: Collect Baseline Data

Aug 30, 2009: Schedule ESL Assistants to attend parent workshops for translation
Person: 
Activity: ESL Schools â Language barrier for parent involvement

Aug 30, 2009: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: 
Activity: Meeting place and time for parent workshops/meetings

Aug 30, 2009: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Aug 30, 2009: Provide parent liaison with materials, ideas and instructions for work packet
Person: Title 1 Staff
Activity: Parent Workshops

Aug 30, 2009: Visits Homes
Person: Parent Liaison
Activity: Parent Workshops

Aug 30, 2009: Parent Liaison goes to all the meetings as scheduled
Person: 
Activity: Title I Parent Liaison meetings

Sep 25, 2009: Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: First Semester: Collect monthly parent meeting and workshop evaluations

Sep 30, 2009: Schedule ESL Assistants to attend parent workshops for translation
Person: 
Activity: ESL Schools â Language barrier for parent involvement

Sep 30, 2009: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: 
Activity: Meeting place and time for parent workshops/meetings

Sep 30, 2009: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Sep 30, 2009: Provide parent liaison with materials, ideas and instructions for work packet
Person: Title 1 Staff
Activity: Parent Workshops

Sep 30, 2009: Visits Homes
Person: Parent Liaison
Activity: Parent Workshops

Sep 30, 2009: Parent Liaison goes to all the meetings as scheduled
Person: 
Activity: Title I Parent Liaison meetings

Oct 25, 2009: Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: First Semester: Collect monthly parent meeting and workshop evaluations
Oct 30, 2009: Schedule ESL Assistants to attend parent workshops for translation
Person:
Activity: ESL Schools â Language barrier for parent involvement

Oct 30, 2009: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person:
Activity: Meeting place and time for parent workshops/meetings

Oct 30, 2009: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Oct 30, 2009: Provide parent liaison with materials, ideas and instructions for work packet
Person: Title 1 Staff
Activity: Parent Workshops

Oct 30, 2009: Visits Homes
Person: Parent Liaison
Activity: Parent Workshops

Oct 30, 2009: Parent Liaison goes to all the meetings as scheduled
Person:
Activity: Title I Parent Liaison meetings

Nov 25, 2009: Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: First Semester: Collect monthly parent meeting and workshop evaluations

Nov 30, 2009: Schedule ESL Assistants to attend parent workshops for translation
Person:
Activity: ESL Schools â Language barrier for parent involvement

Nov 30, 2009: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person:
Activity: Meeting place and time for parent workshops/meetings

Nov 30, 2009: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Nov 30, 2009: Provide parent liaison with materials, ideas and instructions for work packet
Person: Title 1 Staff
Activity: Parent Workshops

Nov 30, 2009: Visits Homes
Person: Parent Liaison
Activity: Parent Workshops

Nov 30, 2009: Parent Liaison goes to all the meetings as scheduled
Person:
Activity: Title I Parent Liaison meetings

Dec 1, 2009: collect strategy data
Person: Darlene Miles
Activity: Collect first semester/trimester follow up data

Dec 25, 2009: Collect monthly parent meeting and workshop evaluations
Person: Parent Liaison
Activity: First Semester: Collect monthly parent meeting and workshop evaluations
Dec 30, 2009: Schedule ESL Assistants to attend parent workshops for translation  
Person:  
Activity: ESL Schools â Language barrier for parent involvement

Dec 30, 2009: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room  
Person:  
Activity: Meeting place and time for parent workshops/meetings

Dec 30, 2009: Attend Parent Liaison meeting with the Title 1 Facilitator  
Person: Principal  
Activity: Parent Liaison Professional Development

Dec 30, 2009: Provide parent liaison with materials, ideas and instructions for work packet  
Person: Title 1 Staff  
Activity: Parent Workshops

Dec 30, 2009: Visits Homes  
Person: Parent Liaison  
Activity: Parent Workshops

Dec 30, 2009: Parent Liaison goes to all the meetings as scheduled  
Person:  
Activity: Title I Parent Liaison meetings

Jan 25, 2010: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls  
Person: Parent Liaison  
Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone ca

Jan 25, 2010: Collect monthly parent meeting and workshop evaluations  
Person:  
Activity: Second Semester: Collect monthly parent meeting and workshop evaluations

Jan 30, 2010: Schedule ESL Assistants to attend parent workshops for translation  
Person:  
Activity: ESL Schools â Language barrier for parent involvement

Jan 30, 2010: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room  
Person:  
Activity: Meeting place and time for parent workshops/meetings

Jan 30, 2010: Attend Parent Liaison meeting with the Title 1 Facilitator  
Person: Principal  
Activity: Parent Liaison Professional Development

Jan 30, 2010: Provide parent liaison with materials, ideas and instructions for work packet  
Person: Title 1 Staff  
Activity: Parent Workshops

Jan 30, 2010: Visits Homes  
Person: Parent Liaison  
Activity: Parent Workshops

Jan 30, 2010: Parent Liaison goes to all the meetings as scheduled  
Person:  
Activity: Title I Parent Liaison meetings

Feb 25, 2010: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls  
Person: Parent Liaison  
Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone ca
Feb 25, 2010: Collect monthly parent meeting and workshop evaluations
Person: 
Activity: Second Semester: Collect monthly parent meeting and workshop evaluations

Feb 28, 2010: Schedule ESL Assistants to attend parent workshops for translation
Person: 
Activity: ESL Schools â Language barrier for parent involvement

Feb 28, 2010: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: 
Activity: Meeting place and time for parent workshops/meetings

Feb 28, 2010: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Principal 
Activity: Parent Liaison Professional Development

Feb 28, 2010: Provide parent liaison with materials, ideas and instructions for work packet
Person: Title I Staff 
Activity: Parent Workshops

Feb 28, 2010: Visit Homes
Person: Parent Liaison 
Activity: Parent Workshops

Feb 28, 2010: Parent Liaison goes to all the meetings as scheduled
Person: 
Activity: Title I Parent Liaison meetings

Mar 2, 2010: Schedule ESL Assistants to attend parent workshops for translation
Person: 
Activity: ESL Schools â Language barrier for parent involvement

Mar 2, 2010: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person: 
Activity: Meeting place and time for parent workshops/meetings

Mar 2, 2010: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Principal 
Activity: Parent Liaison Professional Development

Mar 2, 2010: Provide parent liaison with materials, ideas and instructions for work packet
Person: Title 1 Staff 
Activity: Parent Workshops

Mar 2, 2010: Visits Homes
Person: Parent Liaison 
Activity: Parent Workshops

Mar 2, 2010: Parent Liaison goes to all the meetings as scheduled
Person: 
Activity: Title I Parent Liaison meetings

Mar 25, 2010: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls
Person: Parent Liaison 
Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone ca

Mar 25, 2010: Collect monthly parent meeting and workshop evaluations
Person: 
Activity: Second Semester: Collect monthly parent meeting and workshop evaluations
Apr 2, 2010: Schedule ESL Assistants to attend parent workshops for translation
Person:
Activity: ESL Schools â Language barrier for parent involvement

Apr 2, 2010: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person:
Activity: Meeting place and time for parent workshops/meetings

Apr 2, 2010: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

Apr 2, 2010: Provide parent liaison with materials, ideas and instructions for work packet
Person: Title 1 Staff
Activity: Parent Workshops

Apr 2, 2010: Visits Homes
Person: Parent Liaison
Activity: Parent Workshops

Apr 2, 2010: Parent Liaison goes to all the meetings as scheduled
Person:
Activity: Title I Parent Liaison meetings

Apr 25, 2010: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls
Person: Parent Liaison
Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls

Apr 25, 2010: Collect monthly parent meeting and workshop evaluations
Person:
Activity: Second Semester: Collect monthly parent meeting and workshop evaluations

May 1, 2010: collect strategy data
Person: Darlene Miles
Activity: Collect final semester/trimester follow up data

May 2, 2010: Schedule ESL Assistants to attend parent workshops for translation
Person:
Activity: ESL Schools â Language barrier for parent involvement

May 2, 2010: Have a comfortable and inviting place to attend morning, afternoon and evening sessions and have parent room
Person:
Activity: Meeting place and time for parent workshops/meetings

May 2, 2010: Attend Parent Liaison meeting with the Title 1 Facilitator
Person: Principal
Activity: Parent Liaison Professional Development

May 2, 2010: Provide parent liaison with materials, ideas and instructions for work packet
Person: Title 1 Staff
Activity: Parent Workshops

May 2, 2010: Visits Homes
Person: Parent Liaison
Activity: Parent Workshops

May 2, 2010: Parent Liaison goes to all the meetings as scheduled
Person:
Activity: Title I Parent Liaison meetings
May 25, 2010: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls
Person: Parent Liaison
Activity: Second Semester: Collect monthly Parent Liaison reports which includes monthly home visits, phone calls

May 25, 2010: Collect monthly parent meeting and workshop evaluations
Person:
Activity: Second Semester: Collect monthly parent meeting and workshop evaluations

Timely Additional Assistance

May 6, 2009: collect strategy data
Person: Rose Edwards
Activity: Collect baseline data

Sep 1, 2009: collect DIBEL information
Person: Title I Reading teacher
Activity: Title I Reading teacher will collect DIBEL information

Oct 6, 2009: collect DIBEL information
Person: Title I Reading teacher
Activity: Title I Reading teacher will collect DIBEL information

Nov 3, 2009: collect DIBEL information
Person: Title I Reading teacher
Activity: Title I Reading teacher will collect DIBEL information

Dec 1, 2009: collect strategy data
Person: Rose Edwards
Activity: Collect first semester/trimester follow up data

Dec 1, 2009: collect DIBEL information
Person: Title I Reading teacher
Activity: Title I Reading teacher will collect DIBEL information

Jan 5, 2010: collect DIBEL information
Person: Title I Reading teacher
Activity: Title I Reading teacher will collect DIBEL information

Feb 2, 2010: collect DIBEL information
Person: Title I Reading teacher
Activity: Title I Reading teacher will collect DIBEL information

Mar 2, 2010: collect DIBEL information
Person: Title I Reading teacher
Activity: Title I Reading teacher will collect DIBEL information

Apr 6, 2010: collect DIBEL information
Person: Title I Reading teacher
Activity: Title I Reading teacher will collect DIBEL information

May 1, 2010: collect strategy data
Person: Rose Edwards
Activity: Collect final semester/trimester follow up data
## Continuous Improvement Timeline

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