

School Improvement Plan - 2010-2011

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Frankfort Middle School (0999)

Community Schools of Frankfort

Frankfort, 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
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 8
- Needs Assessment / Areas of Concern 10
- Strategies 12
- Strategy Data 14
- To-Do List 16
- Professional Development Summary 22
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 25
- Force Field Excerpt 27
- Continuous Improvement Timeline 28

School Improvement Plan Introduction

Frankfort Middle 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
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Rhonda Hundley - Parent/Guardian
- Kenneth M. McLaughlin - Administrator
- Susan Mills - Teacher
- Nancy Mosson - Community Representative
- Pam Nichols - Teacher
- Jim Quirke - Administrator
- Rhoda Warren - School Counselor

Strategy Chairs

- Jeff Bracken
- Allen Hayes
- Ron Masters
- Nicole McClatchey
- Mason Morrison
- Shelli Rupe
- Amanda Smith

Community Council

- Rebecca Alquezada - Parent 6th grader
- Michelle Bradley - Local Organization
- Bobbi Carter - Community
- Cary Carter - Local Business

- Jerry Cooper - Small Business/ Rotary
- Esmeralda Cruz - Higher Education
- Andrew Ehrmann - Parent
- Omar Flores - parent
- Melinda Grismer - Local Organization
- Ernesto Gutierrez - parent
- Martin Hittle - parent
- Marc Hodges - Local Business
- Rhonda Hundley - Parent 6th and 8th grade
- Russ Kaspar - Local Business
- Susan Kaspar - Community
- Suanna Marinko - parent
- Susie Michael - Youth Organization
- Bob Pearson - Parent
- Rhonda Plumback - Manpower
- Greg Risse - Kiwanis
- Rosemary Shaw - Parent
- Keith Smith - Community
- Kim Stevens - Main Street Development
- Regina Stevenson - Parent
- Anita Stewart - Clinton County Chamber
- Alan and Debbie Stitsworth - Local Business
- Cindy Swope - Small Business

Vision Statement

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

We believe all students deserve:

to be surrounded by adults who give their best in support of students' development as productive citizens. All students deserve positive role models, fair treatment, adult advocates from school and community, and informed parents, all of whom provide children with respect, love, discipline, individual attention, and high expectations.

All students deserve a school that provides a safe, healthy, disciplined and structured learning environment which promotes the development of mind, body, and character. All students deserve a rigorous curriculum with quality instruction by highly qualified teachers. All students deserve efficient and effective cutting-edge technology. All students deserve the opportunity to be challenged by a rigorous curriculum that exposes them to a broad variety of instruction across all areas of the curriculum, provides real-world experiences and cultural opportunities, and prepares them for their future. All students deserve to graduate from high school, pursue education beyond high school, and eventually contribute to the community work force.

All students deserve a classroom environment that is free from distractions, allows them to take risks without ridicule, holds them accountable for their actions, treats them as unique individuals, inspires them to see learning as an opportunity for fun and creativity, appeals to different learning styles, that establishes high standards for achievement, provides positive feedback and frequent assessment of progress, and provides alternative opportunities for education of those students who need extra support in any/all areas of development. All students deserve to see, experience and develop the character traits of trustworthiness, respect, responsibility, fairness, caring and citizenship. All students deserve an equal shot at the opportunity to dream and achieve.

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

they exhibit the character traits of trustworthiness, respect, responsibility, fairness, caring and good citizenship in all their interactions with others. They display acceptance and tolerance of diversity, altruistic and ethical behaviors, and a positive attitude that never resorts to whining, complaining or gossiping. All adults respect the confidentiality of our students and their families. Because of their persevering, forgiving, encouraging commitment to students, adults never give up on helping a student reach their potential. Teachers are passionate about the subjects which they teach, and impart that passion to their students through creative, innovative student-centered learning activities. They hold students accountable for their learning, and recognize positive student behaviors. Teachers, parents and community members are involved in both school and community life by generously sharing their time, effort and resources. They communicate with each other and support each other to ensure that all students have their basic needs met. They take the time needed to truly understand each students' strengths, weaknesses, hopes and plans. They place a high priority on education, working together to ensure that all students are actively present every day in body, mind and spirit for both curricular and extra-curricular activities. All adults believe in and model life-long learning.

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

will demonstrate the character traits of trustworthiness, respect, responsibility, fairness, caring and citizenship.

Trustworthy students are honest, loyal to family, friends and community, reliable, and have the courage to do the right thing.

Respectful students are tolerant of all, have open lines of communication with adults and peers, follow the Golden Rule, and have a positive self-identity and attitude towards others. They are sensitive and empathetic towards the feelings of others, and deal peaceably with conflict.

Responsible students are structured and organized, complete their assignments and meet all deadlines. They work hard, follow directions, and demonstrate perseverance. They are highly engaged in their learning, do their best, and have a sense of fulfillment in their accomplishments.

Students show fairness by playing by the rules, taking turns and sharing, and by listening with an open mind. They don't blame carelessly, they don't bully or intimidate others, and they don't take advantage of people's mistakes or weaknesses.

Caring students are attentive to others, kind, and compassionate. They express gratitude, learn to "pay it forward", and thrive in an atmosphere of acceptance.

Students show good citizenship by taking the initiative to improve the community, follow instructions, work hard, and respect authority. They participate in and celebrate the results of participation in school and community projects and activities.

All students are prepared and eager to learn, and enjoy being present. They are unencumbered by personal/family baggage. They demonstrate pride in high achievement through a high level of engagement because they love to learn and have a sense of fulfillment and efficacy.

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

- % of students who master ISTEP essential skills at all grade levels: 100%
- % of students who score at grade level on NWEA assessment: 100%
- % of students who turn in all homework complete and on time: 100%
- % of students who are on time to every class with required materials: 100%
- % of students who engage in one or more extra curricular activity: 100%
- % of students who achieve National physical fitness level: 100%
- % of students who complete and return Graduation Plan: 100%
- % of students who have no disciplinary referrals: 100%
- % of students who achieve Blue Card status: 100%
- % of students who enroll in 21st Century Scholars program (eligible): 100%

Academic Goals

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

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

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

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

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

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

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

All students - master ISTEP vocabulary standard (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64		63	66		69		72		75		100

All students - PASS+ in ISTEP English/Language Arts (AYP data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	5.4		7.7	11		14		17		20		100

LEP Students - Pass ISTEP English/Language Arts (AYP data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	47		29	32		35		38		41		100

Male students - Pass ISTEP English/Language Arts (AYP data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57		51	54		57		60		63		100

Special Education students - Pass ISTEP English/Language Arts (AYP data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	15		12.4	15		18		21		24		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... poor student behavior is affecting students' ability to learn

57% of students, 38% of parents, 49% of faculty, and 77% of community agree that behavior of students in classroom interferes with students' ability to learn.

We are concerned that... many members of the school community have low expectations for many of our students

only 5% of teachers think students can afford college; 47% of students think they can; 38% of parents think so; 10% of community think so.

We are concerned that... a high percent of students are showing poor daily work

38% of parents disagree that their child has a personal problem interfering with his/her school work; 58% of teachers strongly agree that students do have a personal problem affecting schoolwork.

We are concerned that... our current methods of teaching vocabulary are not as effective as needed.

The percentage of students passing the reading vocabulary portion of the ISTEP+ test have either dropped or stayed the same in all three grade levels from 2006 through 2009.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Parental Involvement and Expectations

A committee will be formed for the purpose of investigating strategies for improving parent involvement, which will support improving student behavior and increasing student achievement. The committee will create or adopt a program for implementation in the 2011-2012 school year.

Impact Level: Low Impact

Focus: General

Response to Intervention

Response to Intervention (RTI) is a school-wide approach to instruction and intervention (academic and behavioral) that provides a continuum of services to all students. It will focus on using evidence-based/research-based interventions with frequent monitoring of student progress to make educational decisions. Data collection will drive the process. By June 1, 2010, the Frankfort Middle School RTI committee will develop our RTI framework, as well as a plan for staff development. Training and implementation will begin during the first semester of the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping

Curriculum Mapping is an ongoing process which creates a living, breathing document that is never completed. It tells the story of an operational curriculum. With a curriculum map in hand, staff members can play the role of manuscript editors, examining the curriculum for needed revision and validation. Through the use of the maps, faculty members are better able to gain information about ongoing work throughout the building, identify curricular gaps, find repetitions, target potential areas for integration, match assessment with standards, and review for timeliness. During the 2009-2010 school year six Frankfort Middle School language arts teachers began the process of developing curriculum maps for each of their courses. It is anticipated that the language arts curriculum maps will be created and operational by the beginning of the 2010-2011 school year. A curriculum mapping strategy committee will be formed by no later than May 1, 2010, to oversee the ongoing work associated with curriculum mapping. During the 2010-2011 school year, the committee will orchestrate plans to ensure the language arts curriculum maps are successfully implemented. During the 2010-2011 school year Frankfort Middle School math teachers will begin the process of developing curriculum maps for each of their courses. To ensure high quality, the curriculum mapping strategy committee will orchestrate plans to provide the math teachers the necessary guidance and support. It is anticipated that the curriculum maps for the math courses will be created and operational by the beginning of the 2011-2012 school year.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Vocabulary Development

All staff members will implement methods for expanding students' vocabulary that is directly associated with each course of study. These methods will include, but not be limited to; ways of identifying new vocabulary, techniques for using new vocabulary, and ways of creating long term retention of new vocabulary. Evaluation of these new methods of teaching vocabulary will occur throughout the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: Additional Study Time During Regular School Hours

During the 2008-2009 school year a committee, made up of administrators and teachers, was formed for the purpose of developing a plan to provide additional study time for students during regular school hours. This strategy targets males that have not passed the Math or Language Arts section of the ISTEP. During the 2010-2011 school year, all teachers, as well as all paraprofessionals, will be involved in the implementation of this strategy.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: After School Tutoring

During the 2008-2009 school year a committee, made up of administrators and teachers, was formed for the purpose of developing guidelines and procedures associated with a new after school tutoring program. Through funds from a 21st Century Grant, each week of the 2010-2011 school year staff members will be paid to tutor forty five identified students an hour after school four days a week (FMS receives \$25,113.60 each year for three years). After school snacks and transportation will also be a part of the tutoring program. This strategy will target students that did not pass the Math or Language Arts section of the ISTEP. Requirements of the grant also dictate that 68% of the students participating have to be identified as students on the free or reduced lunch program, 32% have to be identified as Limited English Proficient students, and five students need to be identified as students with disabilities.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: Mentoring

During the 2008-2009 school year a committee, made up of administrators and teachers, was formed for the purpose of developing guidelines and procedures associated with a new mentoring program. This strategy targets males that have not passed the Math or Language Arts section of the ISTEP. During the 2010-2011 school year, a minimum of thirty Frankfort Middle School staff members will be involved in the implementation of this strategy.

Impact Level: Low Impact

Focus: General

Strategy Data

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

Required Strategies

I. Focused Academic Area: Vocabulary Development

The number of times per week that a lesson contains a strategy to increase vocabulary fluency and comprehension

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60	80		100	

% of teachers familiar with a methodology for vocabulary fluency and comprehension

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
88	100		100	

U. Focused Student Group: Additional Study Time During Regular School Hours

Number of teachers sending missing assignments each week

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	75		90	

U. Focused Student Group: Mentoring

% of teachers that rate the program beneficial using a rubric.

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

To-Do List

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

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

Encourage Rigorous Curriculum

Apr 8, 2010: Academic Vocabulary Training **Person:** Angie Schoenbeck, Allen Hayes

Apr 8, 2010: District Team Meeting -Amanda Smith, Martha Gipson, Cathy Price **Person:** Amanda Smith

May 8, 2010: Academic Vocabulary Training **Person:** Angie Schoenbeck, Allen Hayes

May 13, 2010: District Team Meeting -Amanda Smith, Martha Gipson, Cathy Price **Person:** Amanda Smith

May 19, 2010: District to School Leadership Conversations Asst Supt, Building Principal, Asst. Principal must be in attendance
Person: Jamie Miller

May 21, 2010: District Map Sharing with Staff -Mike McLaughlin, Amanda Smith, Cathy Price, Connie Timmons, Martha Gipson, Tess DeLaRosa **Person:** Amanda Smith

Sep 8, 2010: District Team Refresher Course Team includes: Amanda Smith, Martha Gipson, Erin Swinford, Cathy Price **Person:** Amanda Smith

Oct 26, 2010: District Evaluation of Map Completion **Person:** Jamie Miller

Oct 29, 2010: Curriculum Mapping Introduction to Staff : Amanda Smith, Martha Gipson, Cathy Price **Person:** Amanda Smith

Nov 2, 2010: Information entered into diary maps All language arts staff (including spec. ed teachers and ENL teachers) **Person:** Amanda Smith

Dec 2, 2010: Information entered into diary maps: All language arts staff (including spec. ed teachers and ENL teachers) **Person:** Amanda Smith

Jan 2, 2011: Information entered into diary maps: All language arts staff (including spec. ed teachers and ENL teachers) **Person:** Amanda Smith

Jan 17, 2011: District Evaluation of Map Completion **Person:** Jamie Miller

Feb 2, 2011: Information entered into diary maps: All language arts staff (including spec. ed teachers and ENL teachers) **Person:** Amanda Smith

Mar 2, 2011: Information entered into diary maps: All language arts staff (including spec. ed teachers and ENL teachers) **Person:** Amanda Smith

Mar 28, 2011: District Evaluation of Map Completion **Person:** Jamie Miller

Apr 2, 2011: Information entered into diary maps: All language arts staff (including spec. ed teachers and ENL teachers) **Person:** Amanda Smith

May 2, 2011: Information entered into diary maps: All language arts staff (including spec. ed teachers and ENL teachers) **Person:** Amanda Smith

May 27, 2011: District Evaluation of Map Completion **Person:** Jamie Miller

Focused Academic Area

May 6, 2010: Instruct staff on design and construction of a wordwall **Person:** Allen Hayes

May 7, 2010: Provide core teachers with a packet of vocabulary teaching strategies **Person:** Allen Hayes

May 7, 2010: Provide core teachers with vocabulary lists and a time to meet with grade level cohort to discuss list and chose words
Person: All Staff

May 14, 2010: Have teachers conduct one 10 minute vocabulary "practice" lesson and reflect on its success **Person:** Mike McLaughlin

May 21, 2010: conduct campfire talks with staff to reflect on "practice" lesson **Person:** Allen Hayes

Aug 13, 2010: Teachers will create a wordwall in their classroom in order to track identified vocabulary words **Person:** Mike McLaughlin

Aug 23, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff

Aug 23, 2010: Post weekly words to wordwall **Person:** All Staff

Aug 27, 2010: Ensure all teachers are in compliance with wordwall **Person:** Administration

Aug 30, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Aug 30, 2010: Post weekly words to wordwall **Person:** All Staff
Sep 6, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Sep 6, 2010: Post weekly words to wordwall **Person:** All Staff
Sep 8, 2010: Assess students' understanding of vocabulary with context-based quizzes **Person:** All staff
Sep 8, 2010: Collect student assessment data by grade level **Person:** Allen Hayes
Sep 8, 2010: have student data disaggregated by demographics **Person:** Jim Quirke
Sep 13, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Sep 13, 2010: Post weekly words to wordwall **Person:** All Staff
Sep 20, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Sep 20, 2010: Post weekly words to wordwall **Person:** All Staff
Sep 27, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Sep 27, 2010: Post weekly words to wordwall **Person:** All Staff
Oct 4, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Oct 4, 2010: Post weekly words to wordwall **Person:** All Staff
Oct 8, 2010: Assess students' understanding of vocabulary with context-based quizzes **Person:** All staff
Oct 8, 2010: Collect student assessment data by grade level **Person:** Allen Hayes
Oct 8, 2010: have student data disaggregated by demographics **Person:** Jim Quirke
Oct 11, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Oct 11, 2010: Post weekly words to wordwall **Person:** All Staff
Oct 18, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Oct 18, 2010: Post weekly words to wordwall **Person:** All Staff
Oct 25, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Oct 25, 2010: Post weekly words to wordwall **Person:** All Staff
Nov 1, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Nov 1, 2010: Post weekly words to wordwall **Person:** All Staff
Nov 8, 2010: Assess students' understanding of vocabulary with context-based quizzes **Person:** All staff
Nov 8, 2010: Collect student assessment data by grade level **Person:** Allen Hayes
Nov 8, 2010: have student data disaggregated by demographics **Person:** Jim Quirke
Nov 8, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Nov 8, 2010: Post weekly words to wordwall **Person:** All Staff
Nov 12, 2010: Provide core teachers with a packet of vocabulary teaching strategies **Person:** Allen Hayes
Nov 15, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Nov 15, 2010: Post weekly words to wordwall **Person:** All Staff
Nov 22, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Nov 22, 2010: Post weekly words to wordwall **Person:** All Staff
Nov 29, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Nov 29, 2010: Post weekly words to wordwall **Person:** All Staff
Nov 30, 2010: Collect fall data: % of teachers familiar with a methodology for vocabulary fluency and comprehension **Person:** Allen Hayes
Nov 30, 2010: Collect fall data: The number of times per week that a lesson contains a strategy to increase vocabulary fluency and comprehension **Person:** Allen Hayes
Dec 6, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Dec 6, 2010: Post weekly words to wordwall **Person:** All Staff
Dec 8, 2010: Assess students' understanding of vocabulary with context-based quizzes **Person:** All staff
Dec 8, 2010: Collect student assessment data by grade level **Person:** Allen Hayes
Dec 8, 2010: Student data disaggregated by demographics **Person:** Jim Quirke
Dec 13, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Dec 13, 2010: Post weekly words to wordwall **Person:** All Staff
Dec 20, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Dec 20, 2010: Post weekly words to wordwall **Person:** All Staff
Dec 27, 2010: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Dec 27, 2010: Post weekly words to wordwall **Person:** All Staff
Jan 3, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Jan 3, 2011: Post weekly words to wordwall **Person:** All Staff
Jan 8, 2011: Assess students' understanding of vocabulary with context-based quizzes **Person:** All staff
Jan 8, 2011: Collect student assessment data by grade level **Person:** Allen Hayes
Jan 8, 2011: Student data disaggregated by demographics **Person:** Jim Quirke
Jan 10, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Jan 10, 2011: Post weekly words to wordwall **Person:** All Staff

Jan 17, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Jan 17, 2011: Post weekly words to wordwall **Person:** All Staff
Jan 24, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Jan 24, 2011: Post weekly words to wordwall **Person:** All Staff
Jan 31, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Jan 31, 2011: Post weekly words to wordwall **Person:** All Staff
Feb 7, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Feb 7, 2011: Post weekly words to wordwall **Person:** All Staff
Feb 8, 2011: Assess students' understanding of vocabulary with context-based quizzes **Person:** All staff
Feb 8, 2011: Collect student assessment data by grade level **Person:** Allen Hayes
Feb 8, 2011: Student data disaggregated by demographics **Person:** Jim Quirke
Feb 14, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Feb 14, 2011: Post weekly words to wordwall **Person:** All Staff
Feb 21, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Feb 21, 2011: Post weekly words to wordwall **Person:** All Staff
Feb 28, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Feb 28, 2011: Post weekly words to wordwall **Person:** All Staff
Mar 7, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Mar 7, 2011: Post weekly words to wordwall **Person:** All Staff
Mar 8, 2011: Assess students' understanding of vocabulary with context-based quizzes **Person:** All staff
Mar 8, 2011: Collect student assessment data by grade level **Person:** Allen Hayes
Mar 8, 2011: Student data disaggregated by demographics **Person:** Jim Quirke
Mar 14, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Mar 14, 2011: Post weekly words to wordwall **Person:** All Staff
Mar 21, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Mar 21, 2011: Post weekly words to wordwall **Person:** All Staff
Mar 28, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Mar 28, 2011: Post weekly words to wordwall **Person:** All Staff
Apr 4, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Apr 4, 2011: Post weekly words to wordwall **Person:** All Staff
Apr 8, 2011: Assess students' understanding of vocabulary with context-based quizzes **Person:** All staff
Apr 8, 2011: Collect student assessment data by grade level **Person:** Allen Hayes
Apr 8, 2011: Student data disaggregated by demographics **Person:** Jim Quirke
Apr 11, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Apr 11, 2011: Post weekly words to wordwall **Person:** All Staff
Apr 18, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Apr 18, 2011: Post weekly words to wordwall **Person:** All Staff
Apr 25, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Apr 25, 2011: Post weekly words to wordwall **Person:** All Staff
May 2, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
May 2, 2011: Post weekly words to wordwall **Person:** All Staff
May 8, 2011: Assess students' understanding of vocabulary with context-based quizzes **Person:** All staff
May 8, 2011: Collect student assessment data by grade level **Person:** Allen Hayes
May 8, 2011: Student data disaggregated by demographics **Person:** Jim Quirke
May 9, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
May 9, 2011: Post weekly words to wordwall **Person:** All Staff
May 16, 2011: Introduce 4 to 5 words and teach 5 to 10 minute mini-lesson **Person:** All Staff
Jun 30, 2011: Collect spring data: % of teachers familiar with a methodology for vocabulary fluency and comprehension **Person:** Allen Hayes
Jun 30, 2011: Collect spring data: The number of times per week that a lesson contains a strategy to increase vocabulary fluency and comprehension **Person:** Allen Hayes

Focused Student Group

Apr 1, 2010: Collect baseline data: **Person:**
Apr 1, 2010: Collect baseline data: Number of teachers sending missing assignments each week **Person:**
Apr 19, 2010: Create a rubric for inclusion of incoming 6th graders **Person:** Mason Morrison
Apr 20, 2010: Request middle school teams to create a list of students for mentoring using rubric **Person:** Mason Morrison
Apr 20, 2010: Send rubrics to 5th grade teachers **Person:** Mason Morrison
May 6, 2010: Faculty votes on length of enrichment remedial class (quarter/semester) **Person:** Jeff Bracken

May 10, 2010: Create a list of students in need of mentoring **Person:** Mason Morrison & committee

May 20, 2010: Create list and Curriculum for Enrichment Class **Person:** Admin Staff/Selected Teachers/

May 20, 2010: Create list of enrich & remedial students for those classes **Person:** Core teachers/ Admin Staff

May 20, 2010: Focused student group time/ schedule change **Person:** Admin Staff

May 30, 2010: Hire coordinator **Person:** Mike McLaughlin

May 30, 2010: Hire Teachers (2). Positions are funded by the 21st Century Scholars Grant for the district. **Person:** Mike McLaughlin

Jun 1, 2010: Create letter to be used for invitation encouraging eligible students and families to participate in AST program **Person:** Mike McLaughlin

Jun 1, 2010: Determine Criteria and procedures to be used to determine the students that will be invited to attend AST **Person:** Mike McLaughlin

Jul 1, 2010: Identify Dates and Times for After School Tutoring during the 2010-2011 school year **Person:** Shelli Rupe

Aug 1, 2010: Coordinate Transportation **Person:** Mike McLaughlin

Aug 1, 2010: Create transportation plan with Dave Fouse for the AST program **Person:** Mike McLaughlin

Aug 1, 2010: Develop methods and activities that recognize students in the AST program that show growth and success **Person:** Amanda Smith

Aug 1, 2010: Develop procedures and routines to ensure good communication with parents **Person:** Mike McLaughlin

Aug 1, 2010: Identify location of AST program in the Middle School **Person:** Mike McLaughlin

Aug 1, 2010: Make plans with food service to ensure that snacks are present at all AST sessions **Person:** Mike McLaughlin

Aug 1, 2010: Select Students to be part of Program (45 students will be selected from parents requesting to be part of program) **Person:** Mike McLaughlin

Aug 15, 2010: Identify and Purchase materials needed for AST program **Person:** Amanda Smith

Aug 21, 2010: Have forty-five students and their parents make a commitment to attend the AST program on a regular basis **Person:** Mike McLaughlin

Aug 21, 2010: Identify the data to be collected to determine the level of success of the AST program **Person:** Amanda Smith

Aug 30, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Sep 6, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Sep 7, 2010: Distribute parent letters for permission to mentor **Person:** Matt Starks

Sep 7, 2010: Staff chooses a student to mentor **Person:** Julie Neuman

Sep 13, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Sep 20, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Sep 27, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Sep 30, 2010: Add 6th grade to enrich classes **Person:** 6th grade core teachers

Sep 30, 2010: Adjust students in Enrichment/Remedial / Regular focused groups **Person:** Core Teachers

Sep 30, 2010: Plans for Activities in Teachers Plan Book **Person:** Teachers

Sep 30, 2010: Team meetings to discuss effectiveness **Person:** Jeff Bracken

Oct 4, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Oct 11, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Oct 18, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Oct 25, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Nov 1, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Nov 8, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Nov 15, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Nov 22, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Nov 29, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: Number of teachers sending missing assignments each week **Person:**

Dec 2, 2010: Team meetings to discuss effectiveness **Person:** Jeff Bracken

Dec 6, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Dec 13, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Dec 13, 2010: Survey mentored students on time spent mentoring **Person:** Mason Morrison

Dec 13, 2010: Survey staff on time spent mentoring **Person:** Jack Burrows

Dec 16, 2010: Collect staff surveys **Person:** Jack Burrows

Dec 16, 2010: Collect student surveys **Person:** Mason Morrison

Dec 17, 2010: Enter mentoring first semester data online **Person:** Mason Morrison

Dec 20, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Dec 27, 2010: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Jan 3, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Jan 10, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke

Jan 17, 2011: Collect data of mentored students who earned a D or F for the semester in English/Language Arts on their report card **Person:** Susan Mills

Jan 17, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Jan 24, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Jan 31, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Feb 3, 2011: Team meetings to discuss effectiveness **Person:** Jeff Bracken
Feb 7, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Feb 14, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Feb 21, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Feb 28, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Mar 7, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Mar 14, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Mar 21, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Mar 28, 2011: Collect student data grades in English/Language Arts at end of 3rd nine weeks **Person:** Susan Mills
Mar 28, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Apr 4, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Apr 7, 2011: Team meetings to discuss effectiveness **Person:** Jeff Bracken
Apr 11, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Apr 18, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
Apr 25, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
May 2, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
May 9, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
May 16, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
May 16, 2011: Survey staff on time spent mentoring **Person:** Julie Neuman
May 16, 2011: Survey students on time spent mentoring **Person:** Mason Morrison
May 20, 2011: Collect staff surveys **Person:** Julie Neuman
May 20, 2011: Collect student surveys **Person:** Mason Morrison
May 23, 2011: Send reminders to Teachers to submit missing assignments to tutoring teachers **Person:** Jim Quirke
May 27, 2011: Collect data of mentored students who earned a D or F for the 2nd semester English/Language Arts **Person:** Matt Starks
May 27, 2011: Enter mentoring second semester data online **Person:** Mason Morrison
Jun 30, 2011: Collect spring data: **Person:**
Jun 30, 2011: Collect spring data: Number of teachers sending missing assignments each week **Person:**

Parental Involvement and Expectations

May 31, 2010: Create Committee **Person:** Ron Masters
Jul 1, 2010: Parent Recruitment for leadership in strategy **Person:** Ron Masters
Aug 31, 2010: Brainstorm Obstacles **Person:** Ron Masters
Aug 31, 2010: Research Models of Parent Involvement **Person:** Ron Masters
Oct 1, 2010: Form a strategy committee made up of teachers, students, parents, and community members **Person:** Brenda Buckingham-Ehrman
Nov 1, 2010: Identify meeting dates for the strategy committee **Person:**
Jan 15, 2011: Identify and study the parental involvement strategies of at least three middle schools that have exemplary parent involvement programs **Person:** Brenda Buckingham-Ehrman
Feb 15, 2011: Recommend two proven parental involvement strategies to be implemented during the 2011-2012 school year to the faculty, and community **Person:** Ron Masters
Mar 1, 2011: Faculty and community will vote to determine strategy to be implemented **Person:** Ron Masters

Response to Intervention

Aug 31, 2010: Develop building schedule to allow for increased literacy instruction and remediation/enrichment instruction **Person:** Mike McLaughlin
Aug 31, 2010: Identify a universal screener for reading **Person:** Angie Shoenbeck
Aug 31, 2010: Identify leadership team and responsibilities **Person:** Mike McLaughlin
Aug 31, 2010: Identify resources necessary to build consensus **Person:** Mike McLaughlin
Aug 31, 2010: Professional development through Teams/Professional Learning Communities **Person:** Nicole McClatchey
Sep 30, 2010: Collect, enter, organize, and display data from universal reading screener **Person:** Angie Shoenbeck
Oct 1, 2010: Professional development through Teams/Professional Learning Communities **Person:** Nicole McClatchey
Oct 29, 2010: Gather staff input regarding consensus and understanding of RtI **Person:** Nicole McClatchey
Nov 1, 2010: Professional development through Teams/Professional Learning Communities **Person:** Nicole McClatchey

Dec 1, 2010: Professional development through Teams/Professional Learning Communities **Person:** Nicole McClatchey
Dec 31, 2010: Gather staff input regarding consensus and understanding of RtI **Person:** Nicole McClatchey
Jan 1, 2011: Professional development through Teams/Professional Learning Communities **Person:** Nicole McClatchey
Jan 31, 2011: Teachers identify and implement 2 instructional strategies to enhance core instruction **Person:** Nicole McClatchey
Feb 1, 2011: Professional development through Teams/Professional Learning Communities **Person:** Nicole McClatchey
Mar 1, 2011: Professional development through Teams/Professional Learning Communities **Person:** Nicole McClatchey
Mar 4, 2011: Gather staff input regarding consensus and understanding of RtI **Person:** Nicole McClatchey
Apr 1, 2011: Professional development through Teams/Professional Learning Communities **Person:** Nicole McClatchey
Apr 4, 2011: Teachers identify and implement 2 instructional strategies to enhance core instruction **Person:** Nicole McClatchey

Professional Development Summary

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

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

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

Parental Involvement and Expectations

No professional development is needed for this strategy.

Response to Intervention

Professional development through Teams/Professional Learning Communities

Brief Description: Grade level Teams function as Professional Learning Communities while reading "RTI From All Sides: What every teacher needs to know" by Mary Howard (2009).

Intended Participants: Teachers, Counselors, Administrators

Dates: Aug 31, 2010; Oct 1, 2010; Nov 1, 2010; Dec 1, 2010; Jan 1, 2011; Feb 1, 2011; Mar 1, 2011; Apr 1, 2011

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

Activity Format: Study Group, Peer Coaching, Professional Reading, Collaborative Problem Solving

Funding: Building Fund \$925.20

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Curriculum Mapping

Academic Vocabulary Training

Brief Description: At a faculty meeting, Angie and Allen will present the information they have learned about vocabulary (pertaining to curriculum mapping) with the language arts staff.

Intended Participants: Teachers, Administrators

Dates: Apr 8, 2010; May 8, 2010

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: Building Fund

Does this activity occur during the school day? No

Curriculum Mapping Introduction to Staff : Amanda Smith, Martha Gipson, Cathy Price

Brief Description: The curriculum mappers will complete the district map in a workshop at one of the district schools.

Intended Participants: Teachers

Date: Oct 29, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Building Fund

Does this activity occur during the school day? Yes

I. Focused Academic Area: Vocabulary Development

Instruct staff on design and construction of a wordwall

Brief Description: An example of a wordwall will be shown to staff with an overview of how it will be implemented in instruction.

Intended Participants: Teachers, Counselors, Administrators

Date: May 6, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

Provide core teachers with a packet of vocabulary teaching strategies

Brief Description: Construct packet of vocabulary-related teaching strategies and make available to staff. As new strategies are made available, the packets will be updated.

Intended Participants: Teachers, Administrators

Dates: May 7, 2010; Nov 12, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: N/A

Does this activity occur during the school day? Yes

U. Focused Student Group: Additional Study Time During Regular School Hours

No professional development is needed for this strategy.

U. Focused Student Group: After School Tutoring

No professional development is needed for this strategy.

U. Focused Student Group: Mentoring

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... poor student behavior is affecting students' ability to learn

Data Targets Influenced by This Concern:

- Male students -- Pass ISTEP English/Language Arts (AYP data)

Strategies to Impact This Concern:

- Parental Involvement and Expectations
- Response to Intervention
- U. Focused Student Group: Mentoring

We are concerned that... many members of the school community have low expectations for many of our students

Data Targets Influenced by This Concern:

- All students -- PASS+ in ISTEP English/Language Arts (AYP data)
- LEP Students -- Pass ISTEP English/Language Arts (AYP data)

Strategies to Impact This Concern:

- Parental Involvement and Expectations
- F. Encourage Rigorous Curriculum: Curriculum Mapping
- U. Focused Student Group: Mentoring

We are concerned that... a high percent of students are showing poor daily work

Data Targets Influenced by This Concern:

- Special Education students -- Pass ISTEP English/Language Arts (AYP data)

Strategies to Impact This Concern:

- Parental Involvement and Expectations
- U. Focused Student Group: After School Tutoring
- U. Focused Student Group: Additional Study Time During Regular School Hours

We are concerned that... our current methods of teaching vocabulary are not as effective as needed.

Data Targets Influenced by This Concern:

- All students -- master ISTEP vocabulary standard (seat data)
- All students -- PASS+ in ISTEP English/Language Arts (AYP data)
- LEP Students -- Pass ISTEP English/Language Arts (AYP data)
- Male students -- Pass ISTEP English/Language Arts (AYP data)

- Special Education students -- Pass ISTEP English/Language Arts (AYP data)

Strategies to Impact This Concern:

- Response to Intervention
- F. Encourage Rigorous Curriculum: Curriculum Mapping
- I. Focused Academic Area: Vocabulary Development

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- LEP Students -- Pass ISTEP English/Language Arts (AYP data)
- Male students -- Pass ISTEP English/Language Arts (AYP data)
- Special Education students -- Pass ISTEP English/Language Arts (AYP data)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Curriculum Mapping
- I. Focused Academic Area: Vocabulary Development

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All students -- master ISTEP vocabulary standard (seat data)
- All students -- PASS+ in ISTEP English/Language Arts (AYP data)
- LEP Students -- Pass ISTEP English/Language Arts (AYP data)
- Male students -- Pass ISTEP English/Language Arts (AYP data)
- Special Education students -- Pass ISTEP English/Language Arts (AYP data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Vocabulary Development

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Male students -- Pass ISTEP English/Language Arts (AYP data)

Strategies to Impact This Concern:

- U. Focused Student Group: After School Tutoring
- U. Focused Student Group: Mentoring
- U. Focused Student Group: Additional Study Time During Regular School Hours

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	Frankfort Middle School Main Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<ol style="list-style-type: none"> 1. NWEA Assessments - The purpose of this assessment is to assist in monitoring achievement growth over time. NWEA assesses students' skills in math, reading, and language. 2. Students' Grades - Students' grades are collected each nine week grading period for the purpose of monitoring students' level of success. 3. Local Reading and Writing Assessments - Locally developed reading and writing assessments are administered to students twice a year to monitor students' growth over time. 4. A reading assessment called, "running records", is administered to selected students' numerous times throughout the school year to monitor student growth.

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2011-2012 school year