

# **School Improvement Plan - 2010-2011**

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## **Northside Middle School (1431)**

**Muncie Community Schools**

**Muncie, IN**

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



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# School Improvement Plan Introduction

Northside 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

## **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

- Kim Jewett - Parent/Guardian
- Kimberly Kowalski - Administrator
- Christy Lane - School Counselor
- Beth Lipscomb - Teacher
- Mike & Stacey Schmaltz - Community Representative (Business)
- Todd Terrill - Administrator

## Strategy Chairs

- Kim Batt
- Melissa French
- Kimberly Kowalski
- Jo Ellen Pendel
- Todd Terrill
- Kelli Turner

## Community Council

- Susan Clay - Parent of 7th grader
- James and Elizabeth Connolly - 7th gr parents/BSU profs
- Mike & Tracey Dishman - Work One
- Jacey Frazier - parent of 6th grader and local business founder and operator
- Donna Fredrick - Local Business Owner
- Jack Gebbart - Local Business Owner

- Beth Hawke - Parent of NMS student
- Angie Hershberger - parent of a 7th grader and 4th grader
- David Hershberger - Parent of 7th grader and 4th grader
- Linda Hunt - parent of 4th, 3rd, 2nd grader
- Kimeka Jackson - parent of 6th grader
- Brian Lipscomb - police
- Ron Mc Shurley - Local Government and Attorney
- Sharon Mc Shurley - mayor of muncie
- Lynn McCoy - parent
- Christine & Cary Miller - Local Youth service organization / church organization
- Rachel Nielsen - HR dept.
- Qiana O Neal - African American perspective and youth services
- Carmen Padgett - Parent of special needs
- DiLynn Phelps - Central Office
- Ann polk - parent of 3 kids in MCS
- Tina Rabel - parent
- Any and Gregg Rawson - parent of 8th grader
- Cindy Rhinehart - son/daughter at NSM
- Mark Smith - 6th grade parent
- Barry Umansky - Professor at local college/attorney
- Lashonda & Gordon Upchurch - parent of NMS --recommended by pricipal and counselor

# 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 leave school each day with good feelings and thoughts about the school day. We believe this is achieved through fostering respect between all persons in the building and the community. Rules must be established to guide and support all students. Students should be given the opportunity to learn (both in and outside of the school) each day with energetic, prepared teachers. We believe we need to foster an environment of high expectations in our building and our community. Students should be provided with caring and nurturing support and given multiple chances to learn from mistakes. We believe that parental support and involvement is essential to our success at school.

## **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 the community value education and make it a priority. All educators are professional and organized. They respect themselves, their colleagues, students, and their parents. Teachers are highly qualified to teach their subject matter. They are energetic and hard working. Adults in the building have high expectations for themselves and the students at NMS. They like school and want to be present in the moment with a strong commitment to students. Teachers also support students outside of the school day. They are role models in every way. Adults communicate to students and each other effectively. They are concerned with their effectiveness in the classroom. Every adult holds a personal conviction to educate students and will do whatever necessary to meet their needs.

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

have high expectations of themselves. They have a desire to learn. Students come to class prepared mentally and with all materials necessary for class. They respect the adults in the building, themselves, and each other. There is school pride for NMS, pride in our community, as well as patriotism for our country. Students are able to set goals and understand how they fit into the "real world". The students contribute to a positive school environment by having positive attitudes each day. They understand the expectations in the community and building along with the consequences of their actions. Students are self-motivators who strive to achieve in the school and community.

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

- % of students who Passing ISTEP Math: 100%
- % of students who Passing ISTEP English: 100%
- % of students who Passing ISTEP Science: 100%
- % of students who Passing the Algebra End of Course Assessment: 100%
- % of students who Passing All Classes: 100%
- % of students who Eligible for Extra Curricular Activities and Sports Academically: 100%
- % of students who Graduating from High School: 100%
- % of students who Completing a Post-secondary Course of Study after High School: 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 -

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	

## All Students - % of students mastering Geometry on ISTEP (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	
	63%	66%	65%	69%		72%		75%		78%		100%

## All Students - Percent of Mastery Writing Applications of ISTEP 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%	67%	62%	70%		73%		76%		79%		100%

**Free/Reduced Lunch Students - Pass ISTEP Language Arts (AYP)**

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	
	54%	57%	55%	60%		63%		66%		69%		100%

**Free/Reduced Lunch Students - Pass ISTEP Math (AYP)**

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	
	58%	61%	59%	64%		67%		70%		73%		100%

## Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

## Local Areas of Concern

### **We are concerned that... Low expectations for students passing ISTEP**

36% of faculty do not expect most students to pass ISTEP

### **We are concerned that... Teachers have low expectations of students continuing with higher education or achieving Pass+ on Istep+**

93% versus 63% of teachers think they will continue with post-secondary education

### **We are concerned that... There are not enough opportunities for extra help and extra time**

53% of students say they have opportunities for extra time versus 93% of teachers For extra help 98% of teachers say they provide extra help but only 74% of students say they get extra help

## 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

### Professional Learning Communities

All teachers will participate each week in professional learning community meetings to discuss/review calendars/maps, benchmark test data, best practice methods, reading/vocabulary strategies, and other student achievement issues.

**Impact Level:** High Impact - Inside

**Focus:** General

### Reading Intervention Program (RTI)

Students identified as reading two or more grade-levels below their respective grade level will be assigned to one class period per day for reading instruction

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Reading Strategies

Teachers from all content areas will integrate specific reading/vocabulary strategies in their respective disciplines on a daily basis at the start of the second nine-weeks of the 2010-2011 school year

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Required Strategies

### F. Encourage Rigorous Curriculum: Curriculum Mapping Math

Math teachers will implement the District Consensus Math Maps by updating on a monthly basis individual Math Diary Maps.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Curriculum Mapping- English

English teachers will implement the District Consensus English Maps by updating on a monthly basis individual English Diary Maps. This will include developing and attaching to the maps common writing prompts, rubrics, common activities, and assessments.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Raising Expectations: Math Portion of ISTEP+**

This strategy will create a time for remediation and enrichment for all students based on their ISTEP+ results. This remediation and enrichment will be in Math. All teachers will participate in the planning and implementing of this activity. These sessions will occur once a month, September-January, and daily for 10 days prior to both sessions of ISTEP testing with Countdown Calendars.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Raising Expectations: Writing Applications**

This strategy will create a time for remediation and enrichment for all students based on their ISTEP+ results. This remediation and enrichment will be in English. All teachers will participate in the planning and implementing of this activity. These sessions will occur once a month, September-January, and daily for 10 days prior to both sessions of ISTEP testing with Countdown Calendars.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **U. Focused Student Group: Free/Reduced Lunch- Mentoring**

We will develop and implement a mentoring program for the Free/Reduced lunch students who have not passed ISTEP+ (including our African-American students)(Spring 2010). This program will be implemented by volunteer teachers who will have students to mentor. It will be implemented beginning Fall 2010 and be tentatively planned for every other week.

**Impact Level:** High Impact - Inside

**Focus:** Specific

# Strategy Data

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

## Local Strategies

### Professional Learning Communities

Percentage of teachers who improve instructional practices. PLC participation and summary notes from meetings.

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

## Required Strategies

### I. Focused Academic Area: Raising Expectations: Math Portion of ISTEP+

Percentage of teachers who are involved in enrichment and countdown calendar sessions with students.

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

### I. Focused Academic Area: Raising Expectations: Writing Applications

The enrichment and remediation activities involved in both the enrichment sessions and the countdown calendar sessions

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

### U. Focused Student Group: Free/Reduced Lunch- Mentoring

Number of teachers who meet with students for mentoring purposes

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
36.5	50		50	

## 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

**May 1, 2010:** District Level Work Session - Math teachers will be taught how to use the Diary Mapping features of Curriculum Mapper. **Person:** Jo Ann McCowan

**May 1, 2010:** English Teachers will meet to review student performance on STI Assessments which are aligned to the English Maps. **Person:** Principal

**May 1, 2010:** Updating English Diary Maps **Person:** English Teachers

**Aug 1, 2010:** English Teachers will meet to review student performance on STI Assessments which are aligned to the English Maps. **Person:** Principal

**Aug 1, 2010:** Updating English Diary Maps **Person:** English Teachers

**Aug 25, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Aug 27, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Sep 1, 2010:** English Teachers will meet to review student performance on STI Assessments which are aligned to the English Maps. **Person:** Principal

**Sep 1, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Sep 1, 2010:** Math Teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps. **Person:** Principal

**Sep 1, 2010:** Updating English Diary Maps **Person:** English Teachers

**Sep 3, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Sep 8, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Sep 10, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Sep 15, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Sep 17, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Sep 22, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Sep 24, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Sep 24, 2010:** Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments **Person:** Jo Ann McCowan

**Sep 29, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Sep 30, 2010:** District Level Work Session - Math teachers will be taught how to use the Diary Mapping features of Curriculum Mapper. **Person:** Jo Ann McCowan

**Oct 1, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Oct 1, 2010:** English Teachers will meet to review student performance on STI Assessments which are aligned to the English Maps. **Person:** Principal

**Oct 1, 2010:** Math Teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps. **Person:** Principal

**Oct 1, 2010:** Updating English Diary Maps **Person:** English Teachers

**Oct 6, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Oct 8, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Oct 13, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Oct 15, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Oct 20, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Oct 22, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Oct 27, 2010:** Collect Diary Maps from all English Teachers, review, and count the number of teachers who are actively updating maps. **Person:** Principal

**Oct 27, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Oct 29, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Oct 31, 2010:** Teachers will begin updating their Math Diary Maps **Person:** Math Teachers

**Nov 1, 2010:** English Teachers will meet to review student performance on STI Assessments which are aligned to the English Maps. **Person:** Principal

**Nov 1, 2010:** Math Teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps. **Person:** Principal

**Nov 1, 2010:** Updating English Diary Maps **Person:** English Teachers

**Nov 3, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Nov 5, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Nov 10, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Nov 12, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Nov 17, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Nov 19, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Nov 24, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Nov 26, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Dec 1, 2010:** English Teachers will meet to review student performance on STI Assessments which are aligned to the English Maps. **Person:** Principal

**Dec 1, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Dec 1, 2010:** Math Teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps. **Person:** Principal

**Dec 1, 2010:** Teachers will update their Math Diary Maps **Person:** Math Teachers

**Dec 1, 2010:** Updating English Diary Maps **Person:** English Teachers

**Dec 3, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Dec 8, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Dec 10, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Dec 15, 2010:** District Level Work Session à Revision of District Consensus Map for Math based on Diary Maps. **Person:** Principal

**Dec 15, 2010:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Dec 17, 2010:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal



**Mar 11, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Mar 16, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Mar 18, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Mar 23, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Mar 25, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Mar 30, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Mar 31, 2011:** District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments **Person:** Jo Ann McCowan

**Mar 31, 2011:** District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments **Person:** Jo Ann McCowan

**Mar 31, 2011:** District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments. **Person:** Jo Ann McCowan

**Mar 31, 2011:** District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments. **Person:** Jo Ann McCowan

**Apr 1, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Apr 1, 2011:** English Teachers will meet to review student performance on STI Assessments which are aligned to the English Maps. **Person:** Principal

**Apr 1, 2011:** Math Teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps. **Person:** Principal

**Apr 1, 2011:** Teachers will update their Math Diary Maps **Person:** Math Teachers

**Apr 1, 2011:** Updating English Diary Maps **Person:** English Teachers

**Apr 6, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Apr 8, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Apr 13, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Apr 15, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**Apr 27, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**Apr 29, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**May 1, 2011:** English Teachers will meet to review student performance on STI Assessments which are aligned to the English Maps. **Person:** Principal

**May 1, 2011:** Math Teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps. **Person:** Principal

**May 1, 2011:** Teachers will update their Math Diary Maps **Person:** Math Teachers

**May 1, 2011:** Updating English Diary Maps **Person:** English Teachers

**May 4, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**May 6, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**May 11, 2011:** Collect Diary Maps from all English Teachers, review, and count the number of teachers who are actively updating maps. **Person:** Principal

**May 11, 2011:** District Level Work Session â Revision of District Consensus Map for Math based on Diary Maps. **Person:** Principal

**May 11, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**May 13, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**May 15, 2011:** District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments **Person:** Jo Ann McCowan

**May 18, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**May 19, 2011:** District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments **Person:** Jo Ann McCowan

**May 20, 2011:** English Teachers meet to review the English Maps by grade-level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Principal

**May 25, 2011:** Math Teachers meet to review the Math Maps by grade-level or course to identify instructional strategies and in-class assessment methods during PLC meetings and duty periods. **Person:** Principal/Math Department Chair

**May 25, 2011:** Updating English Diary Maps **Person:** English Teachers

**May 31, 2011:** District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments **Person:** Jo Ann McCowan

**May 31, 2011:** District Level Work Session â Revision of District Consensus Map based on Diary Maps. **Person:** Jo Ann McCowan

**May 31, 2011:** District Level Work Session â Revision of District Consensus Map for Math based on Diary Maps. **Person:** Jo Ann McCowan

**May 31, 2011:** District Level Work Session â Revision of District Consensus Map for Math based on Diary Maps. **Person:** Jo Ann McCowan

## Focused Academic Area

**Apr 1, 2010:** Collect baseline data: **Person:**

✓ **Apr 1, 2010:** Collect baseline data: **Person:**

**Apr 1, 2010:** Collect baseline data: Percentage of teachers who are involved in enrichment and countdown calendar sessions with students. **Person:**

✓ **Apr 1, 2010:** Collect baseline data: The enrichment and remediation activities involved in both the enrichment sessions and the countdown calendar sessions **Person:** Melissa French

✓ **May 12, 2010:** Collect spring data: The enrichment and remediation activities involved in both the enrichment sessions and the countdown calendar sessions **Person:** Melissa French

**Sep 6, 2010:** Enrichment and remediation activities developed based upon STIA review **Person:** All teachers

**Oct 6, 2010:** Enrichment and remediation activities developed based upon STIA review **Person:** all teachers

**Oct 6, 2010:** Enrichment and remediation activities developed based upon STIA review **Person:** teachers

**Nov 3, 2010:** Enrichment and remediation activities developed based upon STIA review **Person:** all teachers

**Nov 6, 2010:** Enrichment and remediation activities developed based upon STIA review **Person:** teachers

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

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

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

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

**Nov 30, 2010:** Collect fall data: Percentage of teachers who are involved in enrichment and countdown calendar sessions with students. **Person:** Principal

**Nov 30, 2010:** Collect fall data: The enrichment and remediation activities involved in both the enrichment sessions and the countdown calendar sessions **Person:** Melissa French

**Dec 1, 2010:** Enrichment and remediation activities developed based upon STIA review **Person:** all teachers

**Dec 6, 2010:** Enrichment and remediation activities developed based upon STIA review **Person:** teachers

**Dec 15, 2010:** Create Countdown Calendar **Person:** All teachers

**Dec 15, 2010:** Create Countdown Calendar **Person:** All teachers

**Jan 5, 2011:** Enrichment and remediation activities developed based upon STIA review **Person:** all teachers

**Jan 6, 2011:** Enrichment and remediation activities developed based upon STIA review **Person:** teachers

**Jan 15, 2011:** Create Countdown Calendar **Person:** All teachers

**Jan 15, 2011:** Create Countdown Calendar **Person:** All teachers

**Feb 14, 2011:** 10 consecutive days of enrichment or redmediation activities based upon ISTEP trend data **Person:** teachers

**Feb 14, 2011:** 10 consecutive days of enrichment or remediation activities based upon ISTEP trend data. **Person:** teachers

**Apr 15, 2011:** 10 consecutive days of enrichment or remediation activities based upon ISTEP trend data **Person:** teachers

**Apr 15, 2011:** 10 consecutive days of enrichment or remediation activities based upon ISTEP trend data **Person:** teachers

**Jun 30, 2011:** Collect spring data: **Person:**

**Jun 30, 2011:** Collect spring data: **Person:**

**Jun 30, 2011:** Collect spring data: Percentage of teachers who are involved in enrichment and countdown calendar sessions with students. **Person:** Principal

## Focused Student Group

**Apr 1, 2010:** Collect baseline data: Number of teachers who meet with students for mentoring purposes **Person:** JoEllen Pendel

**Aug 16, 2010:** Distribute mentoring checklists for the year **Person:** strategy chair

**Sep 12, 2010:** Complete the mentoring checklists **Person:** teachers  
**Oct 12, 2010:** Complete the mentoring checklists **Person:** teachers  
**Nov 12, 2010:** Complete the mentoring checklists **Person:** teachers  
**Nov 30, 2010:** Collect fall data: Number of teachers who meet with students for mentoring purposes **Person:** JoEllen Pendel  
**Dec 12, 2010:** Complete the mentoring checklists **Person:** teachers  
**Dec 20, 2010:** Collect the mentoring checklists **Person:** strategy chair  
**Jan 12, 2011:** Complete the mentoring checklists **Person:** teachers  
**Feb 12, 2011:** Complete the mentoring checklists **Person:** teachers  
**Mar 12, 2011:** Complete the mentoring checklists **Person:** teachers  
**Apr 12, 2011:** Complete the mentoring checklists **Person:** teachers  
**May 25, 2011:** Collect the mentoring checklists **Person:** strategy chairs  
**Jun 30, 2011:** Collect spring data: Number of teachers who meet with students for mentoring purposes **Person:** JoEllen Pendel

## Professional Learning Communities

**Apr 1, 2010:** Collect baseline data: **Person:**  
**Apr 1, 2010:** Collect baseline data: Percentage of teachers who improve instructional practices. PLC participation and summary notes from meetings. **Person:**  
**Jun 15, 2010:** Develop a master meeting schedule for the first semester of the school year that lists the type and topics of meetings each week. This may include Math PLC meetings, School-wide Reading Strategy Meetings (twice a month), InSAI meetings, Reading Teacher **Person:** Principal  
**Aug 25, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Aug 25, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Sep 1, 2010:** Attendance of faculty members (sign-in sheets) **Person:** Principal  
**Sep 1, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Sep 1, 2010:** Monthly Calendar of PLC topics/agenda items **Person:** Principal  
**Sep 1, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Sep 1, 2010:** Summary notes from each PLC session **Person:** Principal  
**Sep 8, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Sep 8, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Sep 15, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Sep 15, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Sep 22, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Sep 22, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Sep 29, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Sep 29, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Oct 1, 2010:** Monthly Calendar of PLC topics/agenda items **Person:** Principal  
**Oct 6, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Oct 6, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Oct 13, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Oct 13, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Oct 15, 2010:** Discuss with Department Chairpersons the process and regularly meet to review progress. **Person:** Principal  
**Oct 20, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Oct 20, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Oct 27, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Oct 27, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Nov 1, 2010:** Monthly Calendar of PLC topics/agenda items **Person:** Principal  
**Nov 3, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Nov 3, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Nov 10, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Nov 10, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Nov 15, 2010:** Discuss with Department Chairpersons the process and regularly meet to review progress. **Person:** Principal  
**Nov 17, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Nov 17, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Nov 24, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal  
**Nov 24, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal  
**Nov 30, 2010:** Collect fall data: **Person:**  
**Nov 30, 2010:** Collect fall data: Percentage of teachers who improve instructional practices. PLC participation and summary notes from meetings. **Person:**  
**Dec 1, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Dec 1, 2010:** Monthly Calendar of PLC topics/agenda items **Person:** Principal

**Dec 1, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Dec 8, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Dec 8, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Dec 11, 2010:** Develop a master meeting schedule for the second semester of the school year that lists the type and topics of meetings each week. This may include Math PLC meetings, School-wide Reading Strategy Meetings (twice a month), InSAI meetings, Reading Interven **Person:** Principal

**Dec 15, 2010:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Dec 15, 2010:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Dec 18, 2010:** Evaluate the effectiveness of the Academic Focus Meetings and realign process when needed. **Person:** Principal

**Jan 1, 2011:** Monthly Calendar of PLC topics/agenda items **Person:** Principal

**Jan 12, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Jan 12, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Jan 19, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Jan 19, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Jan 26, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Jan 26, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Feb 1, 2011:** Monthly Calendar of PLC topics/agenda items **Person:** Principal

**Feb 2, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Feb 2, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Feb 9, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Feb 9, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Feb 16, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Feb 16, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Feb 19, 2011:** Evaluate the effectiveness of the Academic Focus Meetings and realign process when needed. **Person:** Principal

**Feb 23, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Feb 23, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Mar 1, 2011:** Monthly Calendar of PLC topics/agenda items **Person:** Principal

**Mar 2, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Mar 2, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Mar 9, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Mar 9, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Mar 16, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Mar 16, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Mar 23, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Mar 23, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Mar 30, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Mar 30, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Apr 1, 2011:** Monthly Calendar of PLC topics/agenda items **Person:** Principal

**Apr 6, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Apr 6, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Apr 13, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Apr 13, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**Apr 23, 2011:** Evaluate the effectiveness of the Academic Focus Meetings and realign process when needed. **Person:** Principal

**Apr 27, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**Apr 27, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**May 1, 2011:** Monthly Calendar of PLC topics/agenda items **Person:** Principal

**May 4, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**May 4, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**May 11, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**May 11, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**May 18, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**May 18, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

**May 25, 2011:** Collect spring data: **Person:**

**May 25, 2011:** Collect spring data: Percentage of teachers who improve instructional practices. PLC participation and summary notes from meetings. **Person:** Principal

**May 25, 2011:** Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Principal

**May 25, 2011:** Submit weekly meeting notes to District Administrator. **Person:** Principal

## Reading Intervention Program (RTI)

, 0: The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Feb 24, 2010:** Selection of Curriculum/program for MS and HS levels. **Person:** District RTI Team

**Mar 28, 2010:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Apr 15, 2010:** Determine number of teachers needed at each secondary building for implementation of reading programs and effect on Master Schedules for 2010-2011 **Person:** Principal

**Apr 20, 2010:** Identify the number of students grades 5 â 9 that need to be tested for inclusion in the reading intervention program. **Person:** District RTI team and Counselors

**Apr 25, 2010:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**May 15, 2010:** Arrange summer training for teachers and literacy coaches **Person:** Jo Ann McCowan

**May 15, 2010:** Evaluation Meeting to discuss student progress overall based on UST and how to improve the program next year **Person:** Jo Ann McCowan

**May 15, 2010:** Write purchase requisition for purchase of reading books and teacher kits from identified vendors. **Person:** Principal and JoAnn McCowan

**May 30, 2010:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Jul 31, 2010:** Training session for reading teachers to learn to use the reading materials. **Person:** Jo Ann McCowan

**Aug 28, 2010:** Discussion meetings for reading teachers and Literacy Coach **Person:** Literacy Coach

**Aug 28, 2010:** Progress Monitoring Reports prepared by reading teachers **Person:** Literacy Coach

**Aug 29, 2010:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Sep 26, 2010:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Oct 31, 2010:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Nov 20, 2010:** Training session for reading teachers on use of the reading materials **Person:** Jo Ann McCowan

**Nov 28, 2010:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Dec 26, 2010:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Jan 30, 2011:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Feb 27, 2011:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Mar 27, 2011:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

**Apr 24, 2011:** The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** Literacy Coach

## Reading Strategies

**Mar 25, 2010:** Consult with Ball State University faculty through the PDS liaison regarding the school-wide reading/vocabulary strategies and training/support for Literacy Coaches. **Person:** Jo Ann McCowan

**Mar 28, 2010:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Mar 28, 2010:** Training sessions with BSU after-school sessions **Person:** Reading Strategy Teams

**Apr 25, 2010:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Apr 25, 2010:** Training sessions with BSU after-school sessions **Person:** Reading Strategy Teams

**May 1, 2010:** Development of a reading strategy log **Person:** Jackie Samuels

**May 30, 2010:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**May 30, 2010:** Training sessions with BSU after-school sessions **Person:** Reading Strategy Teams

**May 31, 2010:** Establish the training dates for the InSAI Reading Strategy Team with BSU for the 2010-2011 school year. **Person:** Jo Ann McCowan

**May 31, 2010:** Identify the InSAI Strategy Team members from various content areas who will assist with the implementation training at the building level in coordination with the Literacy Coach. **Person:** Principal

**Jun 15, 2010:** Develop a strategy evaluation tool so we can determine if all teachers are implementing the strategy with fidelity. **Person:** District RTI Team

**Jul 31, 2010:** Reading Strategy Team will participate in summer workshop for selection of reading strategies **Person:** Reading Strategy Teams

**Aug 15, 2010:** PLC Meetings â Reading Strategies Set #1 (Implementation) **Person:** InSAI Members by Department

**Aug 28, 2010:** Identify the order, methods, and materials for training teachers during the PLC meeting dates. **Person:** District RTI Team

**Aug 28, 2010:** PLC Meetings â Why are reading strategies important? **Person:** Literacy Coach

**Aug 29, 2010:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Aug 29, 2010:** Training sessions with BSU after-school sessions **Person:** Reading Strategy Teams

**Sep 22, 2010:** PLC Meetings â What is a UST? What are lexiles? **Person:** Literacy Coach

**Sep 26, 2010:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Sep 26, 2010:** Training sessions with BSU after-school sessions **Person:** Reading Strategy Teams

**Oct 27, 2010:** Teachers completes Reading Strategy Log for First, 9-weeks and submits report at PLC meeting **Person:** Department Chair and Strategy Chair

**Oct 31, 2010:** PLC Meetings â Reading Strategies Set #1 (Modeling) **Person:** InSAI Team Members by Department

**Oct 31, 2010:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Oct 31, 2010:** Training sessions with BSU after-school sessions **Person:** Reading Strategy Teams

**Nov 28, 2010:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Nov 28, 2010:** Training sessions with BSU after-school sessions **Person:** Reading Strategy Teams

**Dec 10, 2010:** Student Questionnaire â random sampling of 50 students (11%) of junior/senior level students regarding use of the reading strategies. The survey will be conducted during lunch time. **Person:** Principal and Jackie Samuels

**Dec 15, 2010:** Teachers completes Reading Strategy Log for second, 9-weeks and submits report at PLC meeting **Person:** Department Chair and Strategy Chair

**Dec 17, 2010:** PLC Meetings â Reading Strategies Set #1 (How is it Working?) **Person:** InSAI Members by Department

**Dec 17, 2010:** UST Administered to Students to measure reading levels **Person:** Literacy Coach

**Dec 26, 2010:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Dec 26, 2010:** Training sessions with BSU after-school sessions **Person:** Reading Strategy Teams

**Jan 28, 2011:** Training sessions with BSU after-school sessions **Person:** Reading Strategy Teams

**Jan 30, 2011:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Jan 31, 2011:** PLC Meetings â Reading Strategies Set #2 (Modeling) **Person:** InSAI Team Members by Department

**Feb 26, 2011:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Feb 27, 2011:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Feb 28, 2011:** PLC Meetings â Reading Strategies Set #2 (Implementation) **Person:** InSAI Team Members by Department

**Mar 9, 2011:** Teachers completes Reading Strategy Log for third, 9-weeks and submits report at PLC meeting **Person:** Department Chair and Strategy Chair

**Mar 27, 2011:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Mar 31, 2011:** PLC Meetings â Reading Strategies Set #2 (How is it Working?) **Person:** InSAI Team Members by Department

**Apr 15, 2011:** Student Questionnaire â random sampling of 50 students (10%) of freshmen/sophomore level students regarding use of the reading strategies. The survey will be conducted during lunch time. **Person:** Principal and Jackie Samuels

**Apr 24, 2011:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Apr 28, 2011:** PLC Meetings â Lexile scores revisited **Person:** Literacy Coach

**May 11, 2011:** Teachers completes Reading Strategy Log for fourth, 9-weeks and submits report at PLC meeting **Person:** Department Chair and Strategy Chair

**May 29, 2011:** PLC Meetings to implement with full faculty **Person:** Reading Strategy Teams

**Jul 31, 2011:** Reading Strategy Team will participate in summer workshop for selection of reading strategies **Person:** Reading Strategy Teams

# 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.

## Professional Learning Communities

No professional development is needed for this strategy.

## Reading Intervention Program (RTI)

### Training session for reading teachers on use of the reading materials

**Brief Description:** A representative from Corrective Reading will be working with our teachers, counselors, and administrators as we continue to refine our use and implementation of this literacy program.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Nov 20, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** External

**Does this activity occur during the school day?** No

### Training session for reading teachers to learn to use the reading materials.

**Brief Description:** A representative from Corrective Reading will be working with our teachers, counselors, and administrators as we implement this literacy program.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Jul 31, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** External

**Does this activity occur during the school day?** No

## Reading Strategies

### PLC Meetings to implement with full faculty

**Brief Description:** Teachers will discuss the implementation and effectiveness of the Reading Strategies.

**Intended Participants:** Teachers, Counselors, Administrators

**Dates:** Feb 26, 2011; Mar 28, 2010; Apr 25, 2010; May 30, 2010; Aug 29, 2010; Sep 26, 2010; Oct 31, 2010; Nov 28, 2010; Dec 26, 2010; Jan 30, 2011; Feb 27, 2011; Mar 27, 2011; Apr 24, 2011; May 29, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Collaborative Problem Solving

**Funding:** None needed

**Does this activity occur during the school day?** No

### Reading Strategy Team will participate in summer workshop for selection of reading strategies

**Brief Description:** Partnership with Ball State University will be used to establish the purpose and implementation of the reading strategies.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Jul 31, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** External

**Does this activity occur during the school day?** No

### Training sessions with BSU after-school sessions

**Brief Description:** Partnership with Ball State University will be used for the continual support of the reading strategies.

**Intended Participants:** Teachers, Counselors, Administrators

**Dates:** Jan 28, 2011; Mar 28, 2010; Apr 25, 2010; May 30, 2010; Aug 29, 2010; Sep 26, 2010; Oct 31, 2010; Nov 28, 2010; Dec 26, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** External

**Does this activity occur during the school day?** No

## F. Encourage Rigorous Curriculum: Curriculum Mapping Math

### District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary

**Brief Description:** Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments.

**Intended Participants:** Teachers, Administrators

**Date:** Mar 31, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** External

**Does this activity occur during the school day?** Yes

#### **District Level Work Session â Math teachers will be taught how to use the Diary Mapping features o**

**Brief Description:** Math teachers will be taught how to use the Diary Mapping features of Curriculum Mapper.

**Intended Participants:** Teachers, Administrators

**Date:** Sep 30, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** External

**Does this activity occur during the school day?** Yes

#### **District Level Work Session â Revision of District Consensus Map for Math based on Diary Maps.**

**Brief Description:** Revision of District Consensus Map for Math based on Diary Maps.

**Intended Participants:** Teachers, Administrators

**Date:** May 31, 2011

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Collaborative Problem Solving

**Funding:** External

**Does this activity occur during the school day?** No

## **F. Encourage Rigorous Curriculum: Curriculum Mapping- English**

#### **District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary**

**Brief Description:** Teachers will meet with Jo Ann McCowan to review the alignment of STI Assessments and Calendars.

**Intended Participants:** Teachers

**Date:** Mar 31, 2011

**Activity Purpose:** Feedback/Support

**Activity Format:** Collaborative Problem Solving

**Funding:** External

**Does this activity occur during the school day?** Yes

#### **District Level Work Session - Review of Curriculum Mapping process, use of resources, updating Diary**

**Brief Description:** Teachers will meet with Jo Ann McCowan to review the alignment of STI Assessments and Calendars.

**Intended Participants:** Teachers, Administrators

**Date:** May 15, 2011

**Activity Purpose:** Feedback/Support

**Activity Format:** Collaborative Problem Solving

**Funding:** External

**Does this activity occur during the school day?** No

**District Level Work Session â Revision of District Consensus Map based on Diary Maps.**

**Brief Description:** Teachers will meet with Jo Ann McCowan Teachers will meet with to review the alignment of STI Assessments and Calendars.

**Intended Participants:** Teachers, Administrators

**Date:** May 31, 2011

**Activity Purpose:** Feedback/Support

**Activity Format:** Collaborative Problem Solving

**Funding:** External

**Does this activity occur during the school day?** Yes

**I. Focused Academic Area: Raising Expectations: Math Portion of ISTEP+**

No professional development is needed for this strategy.

**I. Focused Academic Area: Raising Expectations: Writing Applications**

No professional development is needed for this strategy.

**U. Focused Student Group: Free/Reduced Lunch- 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... Low expectations for students passing ISTEP**

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

- All Students -- % of students mastering Geometry on ISTEP (Seat data)
- All Students -- Percent of Mastery Writing Applications of ISTEP Seat Data
- Free/Reduced Lunch Students -- Pass ISTEP Language Arts (AYP)
- Free/Reduced Lunch Students -- Pass ISTEP Math (AYP)

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

- Professional Learning Communities
- I. Focused Academic Area: Raising Expectations: Writing Applications
- I. Focused Academic Area: Raising Expectations: Math Portion of ISTEP+

#### **We are concerned that... Teachers have low expectations of students continuing with higher education or achieving Pass+ on Istep+**

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

- All Students -- % of students mastering Geometry on ISTEP (Seat data)
- All Students -- Percent of Mastery Writing Applications of ISTEP Seat Data
- Free/Reduced Lunch Students -- Pass ISTEP Language Arts (AYP)
- Free/Reduced Lunch Students -- Pass ISTEP Math (AYP)

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

- I. Focused Academic Area: Raising Expectations: Math Portion of ISTEP+

#### **We are concerned that... There are not enough opportunities for extra help and extra time**

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

- All Students -- % of students mastering Geometry on ISTEP (Seat data)
- All Students -- Percent of Mastery Writing Applications of ISTEP Seat Data
- Free/Reduced Lunch Students -- Pass ISTEP Language Arts (AYP)
- Free/Reduced Lunch Students -- Pass ISTEP Math (AYP)

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

- U. Focused Student Group: Free/Reduced Lunch- Mentoring

## Required Areas of Concern

### F. Encourage Rigorous Curriculum (PL221)

#### Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Pass ISTEP Language Arts (AYP)
- Free/Reduced Lunch Students -- Pass ISTEP Math (AYP)

#### Strategies to Impact This Concern:

- Professional Learning Communities
- F. Encourage Rigorous Curriculum: Curriculum Mapping Math
- F. Encourage Rigorous Curriculum: Curriculum Mapping- English

### I. Focused Academic Area (PL221)

#### Data Targets Influenced by This Concern:

- All Students -- % of students mastering Geometry on ISTEP (Seat data)
- All Students -- Percent of Mastery Writing Applications of ISTEP Seat Data
- Free/Reduced Lunch Students -- Pass ISTEP Language Arts (AYP)
- Free/Reduced Lunch Students -- Pass ISTEP Math (AYP)

#### Strategies to Impact This Concern:

- Reading Intervention Program (RTI)
- Reading Strategies
- F. Encourage Rigorous Curriculum: Curriculum Mapping- English
- F. Encourage Rigorous Curriculum: Curriculum Mapping Math
- I. Focused Academic Area: Raising Expectations: Math Portion of ISTEP+
- I. Focused Academic Area: Raising Expectations: Writing Applications

### U. Focused Student Group (PL221)

#### Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Pass ISTEP Language Arts (AYP)
- Free/Reduced Lunch Students -- Pass ISTEP Math (AYP)

#### Strategies to Impact This Concern:

- Reading Strategies
- U. Focused Student Group: Free/Reduced Lunch- Mentoring

## 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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Office</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	<p>None</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>TCS- Test of Cognitive Skills Given to 6th and 8th graders. It is the closest test our school corporation uses to an IQ test. It is utilized by teachers to indicate if students are performing at their expected level academically. STI Assessments are given in core subject areas to ascertain if students are mastering standards in those subject areas so teachers can utilize the assessments to guide their instruction.</p> <p>Star Math - Diagnostisic test used to determine student's ability level with instruction based on that level. These results are also useful in planning student's schedule for accelerated math classes.</p> <p>Star Reading - Diagnostic test used to determine student's independent level, instructional level, and frustrational level of reading comprehension.</p> <p>Accelerated Reader - Tests students take over books they read to determine reading comprehension.</p> <p>End of Course Exam for Algebra I - test taken at the end of the Algebra I course by the 8th graders to determine mastery of algebraic concepts.</p>

## 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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