

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations

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
- Christy Lane
- Jamie Peck
- Scott Shimer
- Todd Terrill
- Kelli Turner

Community Council

- Susan Clay - Parent of 7th grader
- James Connolly - 7th gr parents/BSU profs
- Jacey Frazier - parent of 6th grader and local business founder and operator
- 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
- Kimeka Jackson - parent of 6th grader
- Sharon Mc Shurley - mayor of muncie
- Lynn McCoy - parent
- 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
- Amy and Gregg Rawson - parent of 8th grader
- Cindy Rhinehart - son/daughter at NSM
- Mark Smith - 6th grade parent

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 âreal worldâ. 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 - Passing English Language Arts portion of ISTEP+

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		68.6%	70.2%	79.5%		86.4%		93.3%		100%		100%

All Students - Passing Math portion of ISTEP+

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		67.4%	66.1%	77.4%		85.9%		93.1%		100%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57%	55%	60%	60.9%	70%		80%		90%		100%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61%	59%	64%	54.5%	64.5%		74%		84%		94%		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

X. Graduation Plan

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 - Outside

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 and continuing at the beginning of the 2011-2012 school year.

Impact Level: High Impact - Inside

Focus: General

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 - Inside

Focus: General

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: General

G. Attendance: Renaissance Program

At the end of each 9 week grading period, students with perfect attendance, no referrals, and at least a 2.0 grade average will be rewarded at lunch.

Impact Level: Low Impact

Focus: Specific

I. Focused Academic Area: Raising Expectations: English 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 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

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. Additional focus on math remediation will occur through the Essential Skills Math classes.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Free/Reduced Lunch- Math Essential Skills Classes

At risk students, including free and reduced lunch students, will be placed in an essential skills math class that meets one period each day. This will be an additional math class that will address the students individual math needs. Essential skills teachers will work closely with the core math teachers to create lessons that will remediate standards taught in the primary math class. They will lead class discussion and assign computer generated worksheets based upon math standards that need remediation. These worksheets will be scanned each period. If students have not mastered the standard, they will be provided with additional instruction and practice with that standard.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

At the beginning of the school year, the guidance counselors will give the graduation plan to all students at Northside Middle School. The students will review the plan with their parents and each will sign the plan indicating that the students commit to graduating from high school. Additionally, students will acknowledge the importance of good citizenship, school attendance and diligent study habits. Students and guidance counselors will use the plan to discuss careers and colleges of interest and what they will need to do in order to learn more about these careers and colleges. The Graduation Plan is a part of the student's permanent school record.

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.

Local Strategies

Professional Learning Communities

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100%	100%		100%	

Required Strategies

I. Focused Academic Area: Raising Expectations: English ISTEP

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100%	100%		100%	

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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100%	100%		100%	

U. Focused Student Group: Free/Reduced Lunch- Math Essential Skills Classes

% of math teachers observed during classroom walkthroughs using differentiated instruction

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

X. Graduation Plan

number of completed graduation plans that are returned to the school

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100%	100%		100%	

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 1, 2011: Collect baseline data: **Person:** principal

Sep 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 / English Department

Sep 1, 2011: English teachers will meet to review student performance on STI Assessments which are aligned to the English Maps **Person:** principal / English Department

Sep 1, 2011: English teachers will update the English Diary Maps **Person:** English Department

Sep 1, 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

Sep 1, 2011: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps **Person:** Principal / Math department

Sep 1, 2011: Math teachers will update their Math Diary Maps **Person:** Math department

Sep 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 / English Department

Sep 8, 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

Sep 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 / English Department

Sep 15, 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

Sep 22, 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 / English Department

Sep 22, 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

Sep 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 / English Department

Sep 29, 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

Oct 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 / English Department

Oct 6, 2011: English teachers will meet to review student performance on STI Assessments which are aligned to the English Maps **Person:** principal / English Department

Oct 6, 2011: English teachers will update the English Diary Maps **Person:** English Department

Oct 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

Oct 6, 2011: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps **Person:** Principal / Math department

Oct 6, 2011: Math teachers will update their Math Diary Maps **Person:** Math department

Oct 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 / English Department

Oct 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

Oct 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 / English Department

Oct 20, 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

Mar 29, 2012: 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

Apr 5, 2012: 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 / English Department

Apr 5, 2012: English teachers will meet to review student performance on STI Assessments which are aligned to the English Maps **Person:** principal / English Department

Apr 5, 2012: English teachers will update the English Diary Maps **Person:** English Department

Apr 5, 2012: 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

Apr 5, 2012: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps **Person:** Principal / Math department

Apr 5, 2012: Math teachers will update their Math Diary Maps **Person:** Math department

Apr 12, 2012: 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 / English Department

Apr 12, 2012: 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

Apr 19, 2012: 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 / English Department

Apr 19, 2012: 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

Apr 26, 2012: 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 / English Department

Apr 26, 2012: 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

May 3, 2012: 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 / English Department

May 3, 2012: English teachers will update the English Diary Maps **Person:** English Department

May 3, 2012: 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

May 3, 2012: Math teachers will update their Math Diary Maps **Person:** Math department

May 10, 2012: 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 / English Department

May 10, 2012: 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

May 17, 2012: 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 / English Department

May 17, 2012: 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

May 24, 2012: 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 / English Department

May 24, 2012: 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

May 31, 2012: 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

Jun 30, 2012: Collect spring data: **Person:** principal

Focused Academic Area

Oct 3, 2011: Enrichment and remediation activities developed based upon STIA review **Person:** teachers

Oct 3, 2011: Enrichment and remediation activities developed based upon STIA review **Person:** teachers

Nov 3, 2011: Enrichment and remediation activities developed based upon STIA review **Person:** teachers

Nov 3, 2011: Enrichment and remediation activities developed based upon STIA review **Person:** teachers

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

Nov 30, 2011: Collect fall data: The enrichment and remediation activities involved in both the enrichment sessions and the countdown calendar sessions **Person:** Melissa French

Dec 3, 2011: Enrichment and remediation activities developed based upon STIA review **Person:** teachers

Dec 3, 2011: Enrichment and remediation activities developed based upon STIA review **Person:** teachers

Jan 3, 2012: Enrichment and remediation activities developed based upon STIA review **Person:** teachers

Jan 3, 2012: Enrichment and remediation activities developed based upon STIA review **Person:** teachers

Jan 15, 2012: Create Countdown Calendar **Person:** teachers
Jan 15, 2012: Create Countdown Calendar **Person:** teachers
Feb 14, 2012: 10 consecutive days of enrichment or remediation activities based upon ISTEP trend data **Person:** teachers
Feb 15, 2012: 10 consecutive days of enrichment or remediation activities based upon ISTEP trend data. **Person:** teachers
Mar 15, 2012: Create Countdown Calendar **Person:** teachers
Mar 15, 2012: Create Countdown Calendar **Person:** teachers
Apr 14, 2012: 10 consecutive days of enrichment or remediation activities based upon ISTEP trend data **Person:** teachers
Apr 15, 2012: 10 consecutive days of enrichment or remediation activities based upon ISTEP trend data. **Person:** teachers
May 30, 2012: Collect spring data: the enrichment and remediation activities involved in both the enrichment sessions and the countdown calendar sessions **Person:** Melissa French
May 30, 2012: Collect spring data: Percentage of teachers who are involved in enrichment and countdown calendar sessions with students. **Person:** Principal
Jun 30, 2012: Collect spring data: Percentage of teachers who are involved in enrichment and countdown calendar sessions with students. **Person:** principal
Jun 30, 2012: Collect spring data: The enrichment and remediation activities involved in both the enrichment sessions and the countdown calendar sessions **Person:** Melissa French

Focused Student Group

Apr 1, 2011: Collect baseline data: % of math teachers observed during classroom walkthroughs using differentiated instruction
Person: principal
Sep 1, 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
Sep 8, 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
Sep 15, 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
Sep 22, 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
Sep 29, 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
Oct 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
Oct 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
Oct 20, 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
Oct 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
Nov 3, 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
Nov 10, 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
Nov 17, 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
Nov 24, 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
Nov 30, 2011: Collect fall data: % of math teachers observed during classroom walkthroughs using differentiated instruction
Person: principal
Dec 1, 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
Dec 8, 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
Dec 15, 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
Dec 22, 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
Dec 29, 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
Jan 5, 2012: 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

Jan 12, 2012: 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

Jan 19, 2012: 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

Jan 26, 2012: 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

Feb 2, 2012: 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

Feb 9, 2012: 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

Feb 16, 2012: 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

Feb 23, 2012: 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

Mar 1, 2012: 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

Mar 8, 2012: 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

Mar 15, 2012: 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

Mar 22, 2012: 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

Mar 29, 2012: 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

Apr 5, 2012: 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

Apr 12, 2012: 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

Apr 19, 2012: 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

Apr 26, 2012: 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

May 3, 2012: 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

May 10, 2012: 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

May 17, 2012: 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

May 24, 2012: 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

Jun 30, 2012: Collect spring data: % of math teachers observed during classroom walkthroughs using differentiated instruction
Person: principal

Graduation Plan

Apr 1, 2011: Collect baseline data: number of completed graduation plans that are returned to the school **Person:** counselors

Sep 5, 2011: Graduation plans will be distributed to all students **Person:** Guidance Counselors

Sep 25, 2011: Counselors will collect graduation plans from students after the parents have signed them **Person:** guidance counselors

Oct 1, 2011: Counselors will meet with the 8th grade students to discuss college and career interests **Person:** guidance counselors

Nov 30, 2011: Collect fall data: number of completed graduation plans that are returned to the school **Person:** counselors

Jun 30, 2012: Collect spring data: number of completed graduation plans that are returned to the school **Person:** counselors

Professional Learning Communities

May 30, 2011: Collect baseline data: Percentage of teachers who improve instructional practices. PLC participation and summary notes from meetings. **Person:** principal

Jun 16, 2011: 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, InSAI meetings, Reading Teacher **Person:** principal

Sep 7, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Sep 7, 2011: Monthly calendar of PLC topics/agenda items **Person:** principal

Sep 7, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Sep 14, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Sep 14, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Sep 21, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Sep 21, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Sep 28, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Sep 28, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Oct 5, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Oct 5, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Oct 7, 2011: Monthly calendar of PLC topics/agenda items **Person:** principal

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

Oct 12, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Oct 15, 2011: Discuss with Department Chairpersons the process and regularly meet to review progress **Person:** principal

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

Oct 19, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

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

Oct 26, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

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

Nov 2, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Nov 7, 2011: Monthly calendar of PLC topics/agenda items **Person:** principal

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

Nov 9, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

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

Nov 16, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

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

Nov 23, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Nov 26, 2011: Discuss with Department Chairpersons the process and regularly meet to review progress **Person:** principal

Nov 30, 2011: Collect fall data: Percentage of teachers who improve instructional practices. PLC participation and summary notes from meetings. **Person:** Principal

Nov 30, 2011: Collect fall data: Percentage of teachers who improve instructional practices. PLC participation and summary notes from meetings. **Person:** principal

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

Nov 30, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Dec 7, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Dec 7, 2011: Monthly calendar of PLC topics/agenda items **Person:** principal

Dec 7, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Dec 10, 2011: 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, InSAI meetings, Reading intervention **Person:** principal

Dec 14, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Dec 14, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Dec 15, 2011: Evaluate the effectiveness of the Academic Focus Meetings and realign process when needed. **Person:** principal

Dec 21, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Dec 21, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Dec 28, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Dec 28, 2011: Submit weekly meeting notes to District Administrator **Person:** principal

Jan 4, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Jan 4, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Jan 7, 2012: Discuss with Department Chairpersons the process and regularly meet to review progress **Person:** principal

Jan 7, 2012: Monthly calendar of PLC topics/agenda items **Person:** principal

Jan 11, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Jan 11, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Jan 18, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Jan 18, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Jan 25, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Jan 25, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Feb 1, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Feb 1, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Feb 7, 2012: Monthly calendar of PLC topics/agenda items **Person:** principal

Feb 8, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Feb 8, 2012: PLC Staff Development Day **Person:** Principal

Feb 8, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Feb 15, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Feb 15, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Feb 18, 2012: Discuss with Department Chairpersons the process and regularly meet to review progress **Person:** principal

Feb 19, 2012: Evaluate the effectiveness of the Academic Focus Meetings and realign process when needed **Person:** principal

Feb 22, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Feb 22, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Feb 29, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Feb 29, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Mar 7, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Mar 7, 2012: Monthly calendar of PLC topics/agenda items **Person:** principal

Mar 7, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Mar 14, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Mar 14, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Mar 21, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Mar 21, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Mar 28, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Mar 28, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Mar 31, 2012: Discuss with Department Chairpersons the process and regularly meet to review progress **Person:** principal

Apr 1, 2012: Evaluate the effectiveness of the Academic Focus Meetings and realign process when needed **Person:** principal

Apr 4, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Apr 4, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Apr 7, 2012: Monthly calendar of PLC topics/agenda items **Person:** principal

Apr 11, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Apr 11, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Apr 18, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Apr 18, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Apr 25, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

Apr 25, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

May 2, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

May 2, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

May 7, 2012: Monthly calendar of PLC topics/agenda items **Person:** principal

May 9, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

May 9, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

May 12, 2012: Discuss with Department Chairpersons the process and regularly meet to review progress **Person:** principal

May 13, 2012: Evaluate the effectiveness of the Academic Focus Meetings and realign process when needed **Person:** principal

May 16, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

May 16, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

May 23, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

May 23, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

May 30, 2012: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** principal

May 30, 2012: Submit weekly meeting notes to District Administrator **Person:** principal

Jun 30, 2012: Collect spring data: Percentage of teachers who improve instructional practices. PLC participation and summary notes from meetings. **Person:** Principal

Jun 30, 2012: Collect spring data: Percentage of teachers who improve instructional practices. PLC participation and summary notes from meetings. **Person:** principal

Reading Intervention Program (RTI)

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

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

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

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

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

Jan 30, 2012: The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** literacy coach

Feb 28, 2012: The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** literacy coach

Mar 30, 2012: The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** literacy coach

Apr 30, 2012: The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** literacy coach

May 30, 2012: The Literacy Coach and Administrators will evaluate the progress of the students on a monthly basis. **Person:** literacy coach

Reading Strategies

Sep 1, 2011: PLC Meetings to implement with full faculty **Person:** Reading Strategy Team

Oct 6, 2011: PLC Meetings to implement with full faculty **Person:** Reading Strategy Team

Oct 25, 2011: Teachers completes Reading Strategy Log for the grading term and submits report at PLC meeting **Person:** Department Chair and Reading Strategy Team

Nov 3, 2011: PLC Meetings to implement with full faculty **Person:** Reading Strategy Team

Dec 1, 2011: PLC Meetings to implement with full faculty **Person:** Reading Strategy Team

Dec 15, 2011: Student Questionnaire â random sampling of 50 students regarding use of the reading strategies. The survey will be conducted during lunch time. **Person:** Principal

Dec 15, 2011: UST Administered to Students to measure reading levels **Person:** Literacy Coach

Dec 27, 2011: Teachers completes Reading Strategy Log for the grading term and submits report at PLC meeting **Person:** Department Chair and Reading Strategy Team

Jan 5, 2012: PLC Meetings to implement with full faculty **Person:** Reading Strategy Team

Feb 2, 2012: PLC Meetings to implement with full faculty **Person:** Reading Strategy Team

Feb 8, 2012: Reading Strategies Staff Development **Person:** principal

Mar 1, 2012: PLC Meetings to implement with full faculty **Person:** Reading Strategy Team

Mar 28, 2012: Teachers completes Reading Strategy Log for the grading term and submits report at PLC meeting **Person:** Department Chair and Reading Strategy Team

Apr 5, 2012: PLC Meetings to implement with full faculty **Person:** Reading Strategy Team

Apr 29, 2012: Student Questionnaire â random sampling of 50 students regarding use of the reading strategies. The survey will be conducted during lunch time. **Person:** Principal

May 1, 2012: Teachers completes Reading Strategy Log for the grading term and submits report at PLC meeting **Person:** Department Chair and Reading Strategy Team

May 3, 2012: PLC Meetings to implement with full faculty **Person:** Reading Strategy Team

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 to 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

PLC Staff Development Day

Brief Description: This day is reserved for teachers to meet to discuss the corporation Literacy Strategies and implementation in the classroom.

Intended Participants: Teachers, Counselors, Administrators

Date: Feb 8, 2012

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation, Professional Reading, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

Reading Intervention Program (RTI)

No professional development is needed for this strategy.

Reading Strategies

Reading Strategies Staff Development

Brief Description: Teachers will meet to discuss the corporation reading strategies. They will discuss the implementation of these strategies in their classrooms. They will also learn how to implement additional strategies into their lessons.

Intended Participants: Teachers, Counselors, Administrators

Date: Feb 8, 2012

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation, Professional Reading, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Curriculum Mapping Math

Math teachers will meet to review student performance on STI Assessments which are aligned to the Ma

Brief Description: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps

Intended Participants: Teachers, Administrators

Dates: Sep 1, 2011; Oct 6, 2011; Nov 3, 2011; Dec 1, 2011; Jan 5, 2012; Feb 2, 2012; Mar 1, 2012; Apr 5, 2012

Activity Purpose: Information, Feedback/Support

Activity Format: Study Group, Peer Coaching, Reflective Writing, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Curriculum Mapping- English

English teachers will meet to review student performance on STI Assessments which are aligned to the

Brief Description: English teachers will meet to review student performance on STI Assessments which are aligned to the English Maps

Intended Participants: Teachers, Administrators

Dates: Sep 1, 2011; Oct 6, 2011; Nov 3, 2011; Dec 1, 2011; Jan 5, 2012; Feb 2, 2012; Mar 1, 2012; Apr 5, 2012

Activity Purpose: Information, Feedback/Support

Activity Format: Study Group, Peer Coaching, Reflective Writing, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

I. Focused Academic Area: Raising Expectations: English ISTEP

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

U. Focused Student Group: Free/Reduced Lunch- Math Essential Skills Classes

No professional development is needed for this strategy.

X. Graduation Plan

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:

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

- 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+
- I. Focused Academic Area: Raising Expectations: English ISTEP

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

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 Intervention Program (RTI)

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

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
- G. Attendance: Renaissance Program
- F. Encourage Rigorous Curriculum: Curriculum Mapping- English
- F. Encourage Rigorous Curriculum: Curriculum Mapping Math

I. Focused Academic Area (IN Rules)

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

U. Focused Student Group (IN Rules)

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 Intervention Program (RTI)
- U. Focused Student Group: Free/Reduced Lunch- Math Essential Skills Classes

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- Passing English Language Arts portion of ISTEP+
- All Students -- Passing Math portion of ISTEP+

Strategies to Impact This Concern:

- X. Graduation Plan

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?	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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<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.</p> <p>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
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