

School Improvement Plan - 2011-2012

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Wilson Middle School (1437)

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

Wilson 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
- Title I - Targeted Assistance School

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-Marking

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

- Gary Brown - Administrator
- Marty McClain - Teacher
- Lesia Meer - Community Representative (Business)
- Miranda Pattison - Teacher
- Rebecca Smith - School Counselor
- Wilma Underhill - Parent/Guardian

Strategy Chairs

- Gary Brown
- Rebecca Carr
- Emily Collins
- Sara Maggard
- Miranda Pattison
- Rebecca Smith
- Anna Spencer

Community Council

-
- Carol Adams - parent
- Jack/Stephanie Antrim - parent
- David/Jennifer Barker - parent
- Holly Baughman - Parent

- Chad/Julie Benslay - parent
- Kathy Burton - Public Service Organization
- Mary Byrley - Youth Service Organization
- Lorie Caldwell - parent
- Tawana Cherry - Parent
- David/Kristina Collins - parent
- Emily Collins - Literacy Coach
- Tammy Cooper - Parent
- Mike/Molly Davis - parent
- Kelli Derkach - parent
- Amanda Duncan - parent
- Tiffany Gonzales - parent
- Thomas/Dawn Hamaker - parent
- Mandi Harding - Parent
- Candace Hardrick - Business
- Lois Hill - Parent
- John/Ladonna Hollowell - parent
- Angelia Howell - Parent
- Deanna Hunt - Parent
- Michele Jac
- Jeffery Jackson - Parent
- Jeffery Jackson - Parent
- Michele Jackson - Parent
- Michele Jackson - Parent
- Marjorie Jameson - Parent
- James Johnson - Business
- Rick Johnson - Business
- Dean Jones - Parent
- Jessie Jones - Parent
- Suzanne Kadinger - Public Service Organization
- Adia Kennedy - parent
- Amber Learned - parent
- Scott/Chasity Long - parent
- Troy/Deanna Malone - parent
- Stephen/Barbara Mann - parent
- Sharon McShurley - Public Service Organization
- Lesia Meer - Community
- Kevin Noble - Pub
- Morgan Noble - Youth Service Organization
- Christina Petty - Parent
- Jason Phillips - bu
- Hollie Reynolds - parent
- Rita Sandoval - Parent
- Jenn Shue - Youth Service Organization
- Alexa Stanley - Teacher
- Ted/Vicki Stanley
- Paula Thrash - Parent
- Darin/Kimberly Townsend - parent
- Tommy/Michelle Turner - parent
- Taiwana Webster - parent
- Troy Whitaker - Parent
- Ruby Wright - Parent
- Samantha Wright - 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:

A safe environment at home, the community, and school. We believe their basic needs should be met. We believe that students deserve to be surrounded by parents, teachers, school staff and community members who believe in education and have high expectations for them. We believe students deserve caring, sincere and qualified teachers who believe in them. We believe students should not just be tested to determine mastery of material. Students should be permitted to have alternative assessment to determine success. We believe students should have an opportunity for additional instruction and tutoring programs. They should have other options for their future besides a Core 40 program. We believe our students should have mentors available for guidance during their ever changing middle school years. We believe that students should have a bully free school with no disruptions in classrooms. Students should have a voice and be listened to. We believe students deserve the best education possible, including up to date technology and equipment that provide them with skills to gain employment beyond their school years. We believe our students should have the opportunity to just be kids and to laugh and have fun. We believe our students deserve to have confidence in their abilities after they have received a fulfilling education at Wilson Middle School on their way to high school.

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

Teachers and staff that look forward to coming to school on a daily basis. We feel hopeful about the future and feel like we make a difference in the lives of our students and colleagues. We are excited to greet our students as they come to class. We prepare detailed, motivational lessons and engage in meaningful discussions with students. Our teachers use various teaching methods to meet the needs of our diverse student learning styles. We encourage students to follow their dreams and assist them in any way we can. We inspire our students to set high goals. We go the extra mile by working with students who have learning problems or difficult home lives. We more than adequately prepare our students for the high expectations of high school, college and beyond. We are aware of the responsibility of our job. We can really touch a life. We will carry this each day in lessons, attitude, behavior and structure. We, along with parents and the community, mold students into educated, responsible members of our society. We support, praise, cheer, reinforce, reassure, and encourage students to stay the course.

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

Have high expectations for themselves. They are responsible for their actions at school, home and in the community. Students respect the adults in their lives. They listen to advice from teachers. They are prepared for school with supplies and classroom work. They take school seriously. They apply themselves to the curriculum and realize that they are preparing for their futures. They are true student athletes. They engage in extra curricular, non-academic, and academic clubs. They are positive leaders and not troublemakers. They are mentors to their peers. They show better manners and are thankful. They realize that they can set high goals for themselves. They take and master rigorous class subjects. They do not engage in destructive acts that can ruin those future goals. They work diligently to pass ISTEP and make honor roll in all of their classes.

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

- % of students who Pass ISTEP Mathematics: 100%
- % of students who Pass ISTEP Language Arts: 100%
- % of students who Pass all other ISTEP areas: 100%
- % of students who Master all academic classes: 100%
- % of students who read At or Above grade level: 100%
- % of students who are mastering 7th grade Pre-Algebra: 100%
- % of students who are mastering 8th grade Algebra: 100%
- % of students who pass Core 40 end of course assessment for Algebra 1: 100%
- % of students who make A-B honor: 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 Black Students Tested (AYP) - % Passing English/Language Arts 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	
			43	49		54		59		63		100

All students enrolled in Algebra I - Passing the Algebra I end of course assessment

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	
28%	21%	38%	37%	42%		47%		52%		53%		100%

All students tested - Passing ISTEP Reading Vocabulary and Reading Comprehension(seat data)

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	
56%	50%	60%	52.6	60%		65%		70%		75%		100%

Free/Reduced students - Passing ISTEP E/LA (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	
60%	55%	64%	50.5%	55%		60%		65%		70%		100%

Free/Reduced students - Passing 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	
69%	61%	73%	56.3%	61%		66%		71%		76%		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... High number of students failing classes

We feel that 20% of our 8th graders receiving failing grades in math classes are too high. Additionally, we feel 18% of our 8th graders receiving failing grades in english classes are too high.

We are concerned that... Impact of student behavior on learning

60% of students either agree or strongly agree that the behavior of other students interferes with their ability to learn. 85% of our faculty believe student behavior interferes with learning.

We are concerned that... Teacher Expectations

Due to improved remediation for students along with more attention to data analysis, teachers' expectations of students' success have risen.(2011)

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals

L. Student Transition

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

W. Timely Additional Assistance

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

MCS: Professional Learning Communities (PLC)

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

Required Strategies

A. Parent Involvement

Wilson Middle School developed a parent compact in which family, student, and the school principal pledged to collaboratively help students achieve. In order to help parents understand how to monitor their child's progress in school, parents will be given instruction on how to access their child's grades through STI Home. Teachers are trained on how to use STI Home as a form of communication with parents.

Impact Level: Low Impact

Focus: General

B. Educator Training - Parent Involvement

Wilson Middle School teachers keep parents informed through the use of the school newsletter, school website, STI Home, parent/teacher conferences, Honeywell Instant Alert System, and phone calls home.

Impact Level: Low Impact

Focus: General

E. Parent Information Resource Center Website

Literacy materials, math homework resource sheets, technology log-in information for STI, ways to make homework meaningful, ways to get involved in school, and parenting tips are provided in the Wilson Middle School Parent Resource Center. Parents will be made aware of Indiana's Parent Information and Resource Center (PIRC) at www.fsco.org through the school newsletter and school website.

Impact Level: Low Impact

Focus: General

F. Encourage Rigorous Curriculum: ISTEP+ Countdown Calendars

Core subject area teachers will collaborate to create and implement ISTEP+ Countdown Calendars for the both the math and language arts ISTEP+ tests. Calendars will be used during the two weeks preceding the March and April tests to help students review learned material.

Impact Level: High Impact - Inside
Focus: Specific

F. Encourage Rigorous Curriculum: ISTEP+ Prep Tests & Common Curriculum Calendars

ISTEP+ Prep Tests, based on MCC Common Curriculum Calendars, will be given in all core subject areas monthly and the results will be used by core subject area teachers to modify classroom instruction as needed. Both assessments and calendars will continue to be analyzed and adjusted as needed.

Impact Level: High Impact - Inside
Focus: Specific

F. Encourage Rigorous Curriculum: MCS: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

F. Encourage Rigorous Curriculum: MCS:Curriculum Mapping - Math

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

Impact Level: High Impact - Inside
Focus: Specific

G. Attendance: Good Attendance Reward Party

At the end of each nine week grading period, students who have qualified/met attendance requirements will receive an invitation to attend an Ice Cream Celebration Social.

Impact Level: Low Impact
Focus: General

I. Focused Academic Area: Algebra Questions of the Week (10 for Friday)

Math teachers will continue to increase students' algebraic skills through the use of weekly "10 for Friday" math review questions. Discussion will take place on the use of teacher created questions, using teacher discretion on the number of problem given each week, and creating extended response problems for students.

Impact Level: High Impact - Inside
Focus: Specific

I. Focused Academic Area: MCS: 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

I. Focused Academic Area: MCS: Reading Strategies

Teachers from all content areas will integrate specific reading/vocabulary strategies in their respective disciplines.

Impact Level: High Impact - Inside
Focus: Specific

J. Instruction by Highly Qualified Teachers

All Wilson Middle School teachers are highly qualified. The school will create and maintain a list of all teachers in the building and indicate whether or not each teacher holds a valid Indiana teaching license. The school will create and maintain a list of all teachers in the building and record how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). If non-highly qualified teachers exist in the school, the strategy includes one or more activities designed to assist the non-highly qualified teacher(s) in meeting the highly qualified teacher requirements.

Impact Level: Low Impact

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

All Wilson MS paraprofessionals are highly qualified. WMS will create and maintain a list of all paraprofessionals (aides who provide instructional support services) in the building including how the paraprofessional became highly qualified (associate degree, two years of college or passed the ParaPro test).

Impact Level: Low Impact

Focus: General

L. Student Transition

WMS counselors will visit 5th grade classrooms to discuss middle school scheduling in January. 5th grade students will be invited to visit and tour WMS in May.

Impact Level: High Impact - Outside

Focus: Specific

R1. Parent Right-to-Know Letter - Qualifications

A letter will be sent out each fall from MCC central office to every parent of a Title I student that they have the right to request and receive information regarding professional qualifications of classroom teachers including all components described on DOE's Parent Right-to-Know Checklist.

Impact Level: Low Impact

Focus: General

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

A letter will be sent out each fall from MCC central office to every parent of a Title I student that they have the right to request and receive information regarding professional qualifications of classroom teachers the school and/or district plans to send to parents of students for whom the following situation occurs: Timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

Wilson Middle School will prepare a School-Parent Compact describing responsibilities parent and students pledge to help the school achieve student success. WMS will disseminate the policy to all parents by mailing the compact home. The School-Parent compact will include all components described on the DOE School-Parent Compact Checklist.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Wilson Middle School will convene a flexible number of annual parent meetings in the morning and evening so that as many parents as possible are able to attend, at a time convenient for parents to inform them of Wilson Middle School's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, we will invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

Impact Level: Low Impact

Focus: General

U. Focused Student Group: Twenty-First Century Scholars Program

Wilson Middle School will show an increase in the percentage of free/reduced lunch students who participate in the Twenty-First Century Scholars Program. WMS administrators, guidance counselors, and classroom teachers will continue to provide parents and students with information about the Twenty-First Century Scholars Program throughout the school year, including a 6th grade pledge night during the final grading period of the year.

Impact Level: High Impact - Outside

Focus: Specific

W. Timely Additional Assistance

Wilson MS provides additional assistance to students through the implementation of corrective reading and math essential skills classes. WMS has also implemented a researched-based literacy program used in all classes across the curriculum. Staff participate in weekly collaborative meetings to review data and develop interventions for students.

Impact Level: High Impact - Inside

Focus: General

X. Graduation Plan

Guidance counselors meet with all students at each grade level to discuss and develop graduation plans. OnTrack magazine, which incorporates the 6th grade graduation plan, is provided to all students to assist students with this process. 1)all students in grades 6-8 will create or update the Indiana Graduation Plan annually; 2) the Graduation Plan includes a statement of the student's intent to graduate from high school ; 3) the Graduation Plan includes an acknowledgment of the importance of good citizenship, school attendance and diligent study habits; 4) the Graduation Plan is a part of the student's permanent school record.

Impact Level: Low Impact

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.

Required Strategies

F. Encourage Rigorous Curriculum: MCS:Curriculum Mapping - Math

Monthly updates to diary maps

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0%	50%		100%	

I. Focused Academic Area: Algebra Questions of the Week (10 for Friday)

Percent of classroom strategies/resources our teachers have used on a weekly basis.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
60%	80%		100%	

U. Focused Student Group: Twenty-First Century Scholars Program

% of eligible students enrolled in 21st Century Scholars Program

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
68%	68%		75%	

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.

Educator Training - Parent Involvement

Aug 26, 2011: STI Gradebook Entry **Person:** Each Teacher
Aug 26, 2011: STI Gradebook Entry **Person:** Each Teacher
Sep 1, 2011: Publish School Newsletter **Person:** Gary Brown
Sep 2, 2011: STI Gradebook Entry **Person:** Each Teacher
Sep 8, 2011: Update School Website **Person:** Gary Brown
Sep 9, 2011: STI Gradebook Entry **Person:** Each Teacher
Sep 16, 2011: STI Gradebook Entry **Person:** Each Teacher
Sep 23, 2011: STI Gradebook Entry **Person:** Each Teacher
Sep 30, 2011: STI Gradebook Entry **Person:** Each Teacher
Oct 1, 2011: Publish School Newsletter **Person:** Gary Brown
Oct 7, 2011: STI Gradebook Entry **Person:** Each Teacher
Oct 14, 2011: STI Gradebook Entry **Person:** Each Teacher
Oct 21, 2011: STI Gradebook Entry **Person:** Each Teacher
Oct 28, 2011: STI Gradebook Entry **Person:** Each Teacher
Nov 1, 2011: Publish School Newsletter **Person:** Gary Brown
Nov 4, 2011: STI Gradebook Entry **Person:** Each Teacher
Nov 11, 2011: STI Gradebook Entry **Person:** Each Teacher
Nov 18, 2011: STI Gradebook Entry **Person:** Each Teacher
Nov 25, 2011: STI Gradebook Entry **Person:** Each Teacher
Dec 1, 2011: Publish School Newsletter **Person:** Gary Brown
Dec 2, 2011: STI Gradebook Entry **Person:** Each Teacher
Dec 9, 2011: STI Gradebook Entry **Person:** Each Teacher
Dec 16, 2011: STI Gradebook Entry **Person:** Each Teacher
Dec 23, 2011: STI Gradebook Entry **Person:** Each Teacher
Dec 30, 2011: STI Gradebook Entry **Person:** Each Teacher
Jan 1, 2012: Publish School Newsletter **Person:** Gary Brown
Jan 6, 2012: STI Gradebook Entry **Person:** Each Teacher
Jan 13, 2012: STI Gradebook Entry **Person:** Each Teacher
Jan 20, 2012: STI Gradebook Entry **Person:** Each Teacher
Jan 27, 2012: STI Gradebook Entry **Person:** Each Teacher
Feb 1, 2012: Publish School Newsletter **Person:** Gary Brown
Feb 3, 2012: STI Gradebook Entry **Person:** Each Teacher
Feb 10, 2012: STI Gradebook Entry **Person:** Each Teacher
Feb 17, 2012: STI Gradebook Entry **Person:** Each Teacher
Feb 24, 2012: STI Gradebook Entry **Person:** Each Teacher
Mar 1, 2012: Publish School Newsletter **Person:** Gary Brown
Mar 2, 2012: STI Gradebook Entry **Person:** Each Teacher
Mar 9, 2012: STI Gradebook Entry **Person:** Each Teacher
Mar 16, 2012: STI Gradebook Entry **Person:** Each Teacher
Mar 23, 2012: STI Gradebook Entry **Person:** Each Teacher
Mar 30, 2012: STI Gradebook Entry **Person:** Each Teacher
Apr 1, 2012: Publish School Newsletter **Person:** Gary Brown
Apr 6, 2012: STI Gradebook Entry **Person:** Each Teacher
Apr 13, 2012: STI Gradebook Entry **Person:** Each Teacher

Apr 20, 2012: STI Gradebook Entry **Person:** Each Teacher
Apr 27, 2012: STI Gradebook Entry **Person:** Each Teacher
May 1, 2012: Publish School Newsletter **Person:** Gary Brown
May 4, 2012: STI Gradebook Entry **Person:** Each Teacher
May 11, 2012: STI Gradebook Entry **Person:** Each Teacher
May 18, 2012: STI Gradebook Entry **Person:** Each Teacher
May 25, 2012: STI Gradebook Entry **Person:** Each Teacher
Jun 1, 2012: Publish School Newsletter **Person:** Gary Brown
Jun 1, 2012: STI Gradebook Entry **Person:** Each Teacher
Jun 8, 2012: STI Gradebook Entry **Person:** Each Teacher

Encourage Rigorous Curriculum

Sep 1, 2011: District Level Work Session - Review of curriculum mapping process, use of resources, updating diary maps, and alignment to STI benchmark assessments. **Person:** JoAnn McCowan
Sep 1, 2011: District Level Work Session - Review of curriculum mapping process, use of resources, updating diary maps, and alignment to STI benchmark assessments. **Person:** JoAnn McCowan
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:** Mr. Brown & English Dept. Chair
Sep 1, 2011: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Principal
Sep 1, 2011: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps.
Person: Anna Spencer
Sep 1, 2011: Math teachers will 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:** Anna Spencer
Sep 1, 2011: Updating English Diary Maps **Person:** English Teachers
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 Dept. Chairs
Sep 8, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown
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 Dept. Chairs
Sep 15, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown
Sep 20, 2011: ISTEP+ Prep Tests will be given in core subject area classes **Person:** Principal
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 Dept. Chairs
Sep 22, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown
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 Dept. Chairs
Sep 29, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown
Oct 1, 2011: Core subject area teachers will analyze and discuss ISTEP+ Prep results, CCC alignment, instructional methods, and assessments during PLC and department meetings. **Person:** Department Chairs
Oct 1, 2011: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Principal
Oct 1, 2011: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps.
Person: Anna Spencer
Oct 1, 2011: Math teachers will 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:** Anna Spencer
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 Dept. Chairs
Oct 6, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown
Oct 7, 2011: Collect Diary Maps from all English teachers, review, and count number of teachers who are actively updating maps.
Person: Strategy Chair & Principal
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 Dept. Chairs
Oct 13, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

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 Dept. Chairs

Oct 20, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Oct 20, 2011: ISTEP+ Prep Tests will be given in core subject area classes **Person:** Principal

Oct 27, 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 Dept. Chairs

Oct 27, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Nov 1, 2011: Core subject area teachers will analyze and discuss ISTEP+ Prep results, CCC alignment, instructional methods, and assessments during PLC and department meetings. **Person:** Department Chairs

Nov 1, 2011: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Principal

Nov 1, 2011: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps.
Person: Anna Spencer

Nov 1, 2011: Math teachers will 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:** Anna Spencer

Nov 3, 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 Dept. Chairs

Nov 3, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Nov 10, 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 Dept. Chairs

Nov 10, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Nov 17, 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 Dept. Chairs

Nov 17, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Nov 24, 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 Dept. Chairs

Nov 24, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Nov 30, 2011: Collect fall data: Monthly updates to diary maps **Person:** Anna Spencer

Nov 30, 2011: Collect fall data: Monthly updates to diary maps **Person:** Rebecca Carr

Dec 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 Dept. Chairs

Dec 1, 2011: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Principal

Dec 1, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Dec 1, 2011: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps.
Person: Anna Spencer

Dec 1, 2011: Math teachers will 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:** Anna Spencer

Dec 5, 2011: ISTEP+ Prep Tests will be given in core subject area classes **Person:** Principal

Dec 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 Dept. Chairs

Dec 8, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Dec 15, 2011: Core subject area teachers will analyze and discuss ISTEP+ Prep results, CCC alignment, instructional methods, and assessments during PLC and department meetings. **Person:** Department Chairs

Dec 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 Dept. Chairs

Dec 15, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Dec 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 Dept. Chairs

Dec 22, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Dec 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 Dept. Chairs

Dec 29, 2011: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Jan 1, 2012: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Principal

Jan 1, 2012: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps.
Person: Anna Spencer

Jan 1, 2012: Math teachers will 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:** Anna Spencer

Jan 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 Dept. Chairs

Jan 5, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Jan 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 Dept. Chairs

Jan 12, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Jan 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 Dept. Chairs

Jan 19, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Jan 20, 2012: ISTEP+ Prep Tests will be given in core subject area classes **Person:** Principal

Jan 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 Dept. Chairs

Jan 26, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Feb 1, 2012: Core subject area teachers will analyze and discuss ISTEP+ Prep results, CCC alignment, instructional methods, and assessments during PLC and department meetings. **Person:** Department Chairs

Feb 1, 2012: English & Social Studies teachers will collaborate to create a 10 day Countdown to ISTEP Calendar focusing on review of specific English standards. **Person:** Principal

Feb 1, 2012: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Principal

Feb 1, 2012: In-Service **Person:** Principal

Feb 1, 2012: Math & Science teachers will collaborate to create a 10 day Countdown to ISTEP Calendar focusing on review of specific math standards. **Person:** Principal

Feb 1, 2012: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps.
Person: Anna Spencer

Feb 1, 2012: Math teachers will 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:** Anna Spencer

Feb 1, 2012: Teachers of elective classes will collaborate to create a 10 day Countdown to ISTEP Calendar focusing on review of specific standards. **Person:** Principal

Feb 2, 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 Dept. Chairs

Feb 2, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Feb 9, 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 Dept. Chairs

Feb 9, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Feb 15, 2012: Department Chairs will submit Calendars. **Person:** Department Chairs

Feb 16, 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 Dept. Chairs

Feb 16, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Feb 20, 2012: All teachers will implement Calendars in their daily instruction. **Person:** Teachers

Feb 20, 2012: ISTEP+ Prep Tests will be given in core subject area classes **Person:** Principal

Feb 23, 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 Dept. Chairs

Feb 23, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

Feb 25, 2012: Classroom walkthroughs **Person:** Principal

Mar 1, 2012: Core subject area teachers will analyze and discuss ISTEP+ Prep results, CCC alignment, instructional methods, and assessments during PLC and department meetings. **Person:** Department Chairs

Mar 1, 2012: District Level Work Session - Review of curriculum mapping process, use of resources, updating diary maps and alignment to STI benchmark assessments. **Person:** JoAnn McCowan

Mar 1, 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 Dept. Chairs

Mar 1, 2012: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Principal

Mar 1, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Mr. Brown

Mar 1, 2012: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps. **Person:** Anna Spencer

Mar 1, 2012: Math teachers will 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:** Anna Spencer

Mar 8, 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 Dept. Chairs

Mar 8, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Mr. Brown

Mar 15, 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 Dept. Chairs

Mar 15, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Mr. Brown

Mar 22, 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 Dept. Chairs

Mar 22, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Mr. Brown

Mar 29, 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 Dept. Chairs

Mar 29, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Mr. Brown

Apr 1, 2012: English & Social Studies teachers will collaborate to create a 10 day Countdown to ISTEP Calendar focusing on review of specific English standards. **Person:** Principal

Apr 1, 2012: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Principal

Apr 1, 2012: In-Service **Person:** Principal

Apr 1, 2012: Math & Science teachers will collaborate to create a 10 day Countdown to ISTEP Calendar focusing on review of specific math standards. **Person:** Principal

Apr 1, 2012: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps. **Person:** Anna Spencer

Apr 1, 2012: Math teachers will 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:** Anna Spencer

Apr 1, 2012: Teachers of elective classes will collaborate to create a 10 day Countdown to ISTEP Calendar focusing on review of specific standards. **Person:** Principal

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 Dept. Chairs

Apr 5, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Mr. Brown

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 Dept. Chairs

Apr 12, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Mr. Brown

Apr 15, 2012: Department Chairs will submit Calendars. **Person:** Department Chairs

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 Dept. Chairs

Apr 19, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps **Person:** Mr. Brown

Apr 20, 2012: All teachers will implement Calendars in their daily instruction. **Person:** Teachers

Apr 20, 2012: ISTEP+ Prep Tests will be given in core subject area classes **Person:** Principal

Apr 25, 2012: Classroom walkthroughs **Person:** Principal

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 Dept. Chairs

Apr 26, 2012: English teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Mr. Brown

May 1, 2012: Core subject area teachers will analyze and discuss ISTEP+ Prep results, CCC alignment, instructional methods, and assessments during PLC and department meetings. **Person:** Department Chairs

May 1, 2012: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Principal

May 1, 2012: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps.
Person: Anna Spencer

May 1, 2012: Math teachers will 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:** Anna Spencer

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 Dept. Chairs

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 Dept. Chairs

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 Dept. Chairs

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 Dept. Chairs

Jun 1, 2012: English Teachers will meet to review student performance on STI assessments which are aligned to the English Maps
Person: Principal

Jun 1, 2012: Math teachers will meet to review student performance on STI Assessments which are aligned to the Math Maps.
Person: Anna Spencer

Jun 1, 2012: Math teachers will 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:** Anna Spencer

Jun 30, 2012: Collect spring data: Monthly updates to diary maps **Person:** Anna Spencer

Jun 30, 2012: Collect spring data: Monthly updates to diary maps **Person:** Rebecca Carr

Focused Academic Area

Apr 1, 2011: Identify students in grades 5-9 that need to be tested for inclusion in the reading intervention program. **Person:** District RTI Team and Counselors

May 31, 2011: Determine number of teachers needed at each secondary building for implementation of reading programs and effect on Master Schedules for 2011-2012. **Person:** Principals

Jun 1, 2011: Write purchase requisition for the purchase of reading books and teacher kits from identified vendors. **Person:** Principals and Director of Secondary Instruction.

Jun 10, 2011: Identify the InSAI Strategy Team Members from various content areas who will assist with the implementation training at the building level in coordination with literacy coach. **Person:** Principals

Jun 20, 2011: Consult with BSU faculty through PDS liaison regarding the school-wide reading/vocabulary strategies and training/support for literacy coaches. **Person:** Director of Secondary Instruction

Jun 20, 2011: Establish the training dates for the InSAI Reading Strategy Team with BSU for the 2011-2012 school year. **Person:** Director of Secondary Instruction

Jul 15, 2011: Develop a strategy evaluation tool we can determine if all teachers are implementing the strategy with fidelity. **Person:** District RTI Team

Aug 5, 2011: Arrange summer training for teachers and literacy coaches **Person:** Director Of Secondary Instruction

Aug 12, 2011: Training session for new teachers to learn to use the reading materials. **Person:** Director of Secondary Instruction

Aug 15, 2011: Identify the order, methods, and materials for training teacher during the PLC meeting dates. **Person:** RTI Team

Aug 17, 2011: Collect baseline data **Person:** Anna Spencer

Aug 19, 2011: Reading Strategy Team will participate in summer workshop for review of reading strategies. **Person:** Reading Strategy Teams

Aug 30, 2011: Introduce, model, and provide evidence of implementation of vocabulary, and before, during and after reading strategies. **Person:** Reading Strategy Teams

Sep 1, 2011: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

Sep 1, 2011: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

Sep 1, 2011: PLC to implement full faculty **Person:** Strategy Team members

Sep 1, 2011: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

Sep 1, 2011: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

Sep 5, 2011: Review existing reading strategies. **Person:** Literacy Coach

Sep 30, 2011: Discuss results of Fall UST **Person:** Literacy Coach

Sep 30, 2011: Identify the order, methods and materials for training new teachers on existing vocabulary/during reading strategies. **Person:** Literacy Coaches

Sep 30, 2011: Introduce, model, and provide evidence of implementation of vocabulary, and before, during and after reading strategies. **Person:** Reading Strategy Teams

Oct 1, 2011: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

Oct 1, 2011: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

Oct 1, 2011: PLC to implement full faculty **Person:** Strategy Team members

Oct 1, 2011: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

Oct 1, 2011: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

Oct 30, 2011: Introduce, model, and provide evidence of implementation of vocabulary, and before, during and after reading strategies. **Person:** Reading Strategy Teams

Nov 1, 2011: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

Nov 1, 2011: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

Nov 1, 2011: PLC to implement full faculty **Person:** Strategy Team members

Nov 1, 2011: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

Nov 1, 2011: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

Nov 30, 2011: Introduce, model, and provide evidence of implementation of vocabulary, and before, during and after reading strategies. **Person:** Reading Strategy Teams

Dec 1, 2011: Collect fall data **Person:** Anna Spencer

Dec 1, 2011: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

Dec 1, 2011: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

Dec 1, 2011: PLC to implement full faculty **Person:** Strategy Team members

Dec 1, 2011: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

Dec 1, 2011: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

Dec 16, 2011: UST #2 administered to student's to measure reading levels. **Person:** Literacy Coach

Dec 30, 2011: Introduce, model, and provide evidence of implementation of vocabulary, and before, during and after reading strategies. **Person:** Reading Strategy Teams

Jan 1, 2012: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

Jan 1, 2012: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

Jan 1, 2012: PLC to implement full faculty **Person:** Strategy Team members

Jan 1, 2012: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

Jan 1, 2012: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

Jan 30, 2012: Introduce, model, and provide evidence of implementation of vocabulary, and before, during and after reading strategies. **Person:** Reading Strategy Teams

Feb 1, 2012: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

Feb 1, 2012: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

Feb 1, 2012: PLC to implement full faculty **Person:** Strategy Team members

Feb 1, 2012: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

Feb 1, 2012: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

Mar 1, 2012: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

Mar 1, 2012: Introduce, model, and provide evidence of implementation of vocabulary, and before, during and after reading strategies. **Person:** Reading Strategy Teams

Mar 1, 2012: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

Mar 1, 2012: PLC to implement full faculty **Person:** Strategy Team members

Mar 1, 2012: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

Mar 1, 2012: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

Apr 1, 2012: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

Apr 1, 2012: Introduce, model, and provide evidence of implementation of vocabulary, and before, during and after reading strategies. **Person:** Reading Strategy Teams

Apr 1, 2012: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

Apr 1, 2012: PLC to implement full faculty **Person:** Strategy Team members

Apr 1, 2012: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

Apr 1, 2012: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

Apr 17, 2012: Collect spring data **Person:** Anna Spencer

Apr 30, 2012: UST #3 administered to student to measure reading levels. **Person:** Literacy Coach

May 1, 2012: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

May 1, 2012: Evaluation meeting to discuss student progress overall based on UST and how to improve the program next year. **Person:** Director of Secondary Instruction, Principals, Literacy Coach

May 1, 2012: Introduce, model, and provide evidence of implementation of vocabulary, and before, during and after reading strategies. **Person:** Reading Strategy Teams

May 1, 2012: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

May 1, 2012: PLC to implement full faculty **Person:** Strategy Team members

May 1, 2012: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

May 1, 2012: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

May 31, 2012: Collect Spring Data **Person:** Literacy Coach

May 31, 2012: PLC reading strategies evaluated **Person:** principal

Jun 1, 2012: Discussion meeting for reading teachers and literacy coach. **Person:** Literacy Coach

Jun 1, 2012: Math teachers will meet on a monthly basis to create review questions from the Infinite Algebra software. **Person:** Anna Spencer

Jun 1, 2012: PLC to implement full faculty **Person:** Strategy Team members

Jun 1, 2012: Progress monitoring reports prepared by reading teachers. **Person:** Literacy Coach

Jun 1, 2012: Teachers in the Math department will meet on a monthly basis to discuss results of review questions. **Person:** Anna Spencer

Focused Student Group

Apr 1, 2011: Collect baseline data: % of eligible students enrolled in 21st Century Scholars Program **Person:** Guidance Office

Oct 1, 2011: Classroom Visits & Graduation Plans Grade 6 **Person:** Counselors

Oct 1, 2011: Visit from Dick Daniel Project Leadership/21st Century Scholars **Person:** Counselors & Dick Daniel

Oct 15, 2011: Classroom Visits & Graduation Plans Grade 7 **Person:** Counselors

Oct 30, 2011: Classroom Visits & Graduation Plans Grade 8 **Person:** Counselors

Nov 1, 2011: Enter 21st Century information into computer (update as needed). **Person:** Guidance Office

Nov 1, 2011: Individual meetings with eligible students **Person:** Counselors & Dick Daniel

Nov 30, 2011: Collect fall data: % of eligible students enrolled in 21st Century Scholars Program **Person:** Guidance Office

Dec 1, 2011: Individual meetings with eligible students **Person:** Counselors & Dick Daniel

Jan 1, 2012: Individual meetings with eligible students **Person:** Counselors & Dick Daniel

Jan 15, 2012: Enter 21st Century information into computer (update as needed). **Person:** Guidance Office

Feb 1, 2012: Individual meetings with eligible students **Person:** Counselors & Dick Daniel

Mar 1, 2012: Individual meetings with eligible students **Person:** Counselors & Dick Daniel

Mar 30, 2012: Enter 21st Century information into computer (update as needed). **Person:** Guidance Office

Apr 1, 2012: Individual meetings with eligible students **Person:** Counselors & Dick Daniel

May 1, 2012: Individual meetings with eligible students **Person:** Counselors & Dick Daniel

May 30, 2012: Enter 21st Century information into computer (update as needed). **Person:** Guidance Office

Jun 1, 2012: Individual meetings with eligible students **Person:** Counselors & Dick Daniel

Jun 30, 2012: Collect spring data: % of eligible students enrolled in 21st Century Scholars Program **Person:** Guidance Office

MCS: Professional Learning Communities (PLC)

Jun 28, 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 (twice a month), InSai meetings, Reading Teacher M **Person:** Mr. Brown

Aug 25, 2011: Identify meeting location, sign-in procedures, required summary notes from each meeting, etc. **Person:** Mr. Brown
Aug 25, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Aug 25, 2011: Summary Notes from each PLC session **Person:** Mr. Brown
Aug 31, 2011: Faculty member sign in sheets **Person:** Mr. Brown
Sep 1, 2011: Monthly calendar of PLC topics/agenda items **Person:** Mr. Brown
Sep 1, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Sep 8, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Sep 15, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Sep 22, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Sep 26, 2011: Summary Notes from each PLC session **Person:** Mr. Brown
Sep 29, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Oct 1, 2011: Faculty member sign in sheets **Person:** Mr. Brown
Oct 6, 2011: Monthly calendar of PLC topics/agenda items **Person:** Mr. Brown
Oct 6, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Oct 12, 2011: Discuss with Department Chairpersons the process and regularly meet to review process **Person:** Mr. Brown
Oct 13, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Oct 20, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Oct 26, 2011: Summary Notes from each PLC session **Person:** Mr. Brown
Oct 27, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Nov 1, 2011: Faculty member sign in sheets **Person:** Mr. Brown
Nov 3, 2011: Monthly calendar of PLC topics/agenda items **Person:** Mr. Brown
Nov 3, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Nov 10, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Nov 17, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Nov 23, 2011: Summary Notes from each PLC session **Person:** Mr. Brown
Nov 24, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Dec 1, 2011: Faculty member sign in sheets **Person:** Mr. Brown
Dec 1, 2011: Monthly calendar of PLC topics/agenda items **Person:** Mr. Brown
Dec 1, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Dec 8, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Dec 12, 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 FPFLC meetings, school-wide Reading Strategy Meetings (twice a month), InSAI meeting Reading Interven **Person:** Mr. Brown
Dec 15, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Dec 22, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Dec 28, 2011: Summary Notes from each PLC session **Person:** Mr. Brown
Dec 29, 2011: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Jan 1, 2012: Faculty member sign in sheets **Person:** Mr. Brown
Jan 5, 2012: Monthly calendar of PLC topics/agenda items **Person:** Mr. Brown
Jan 5, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Jan 12, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Jan 19, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Jan 25, 2012: Summary Notes from each PLC session **Person:** Mr. Brown
Jan 26, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Feb 1, 2012: Faculty member sign in sheets **Person:** Mr. Brown
Feb 2, 2012: Monthly calendar of PLC topics/agenda items **Person:** Mr. Brown
Feb 2, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Feb 9, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Feb 16, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Feb 22, 2012: Summary Notes from each PLC session **Person:** Mr. Brown
Feb 23, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Mar 1, 2012: Faculty member sign in sheets **Person:** Mr. Brown
Mar 1, 2012: Monthly calendar of PLC topics/agenda items **Person:** Mr. Brown
Mar 1, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Mar 8, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Mar 15, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Mar 22, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Mar 28, 2012: Summary Notes from each PLC session **Person:** Mr. Brown
Mar 29, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Apr 1, 2012: Faculty member sign in sheets **Person:** Mr. Brown

Apr 5, 2012: Monthly calendar of PLC topics/agenda items **Person:** Mr. Brown
Apr 5, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Apr 12, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Apr 19, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Apr 25, 2012: Summary Notes from each PLC session **Person:** Mr. Brown
Apr 26, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
May 1, 2012: Faculty member sign in sheets **Person:** Mr. Brown
May 3, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
May 10, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
May 17, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
May 23, 2012: Summary Notes from each PLC session **Person:** Mr. Brown
May 24, 2012: Submit weekly meeting notes to District Administrator **Person:** Mr. Brown
Jun 1, 2012: Faculty member sign in sheets **Person:** Mr. Brown

Student Transition

Jan 22, 2011: Counselors will visit each sending elementary school to discuss middle school scheduling. **Person:** Guidance Counselors
May 15, 2012: Sending elementary schools to visit middle school. **Person:** Guidance Counselors

Timely Additional Assistance

Sep 1, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Sep 1, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Sep 8, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Sep 8, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Sep 15, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Sep 15, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Sep 16, 2011: Math Teachers will work collaboratively to develop and implement classroom methodologies and assessments. **Person:** All math teachers
Sep 22, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Sep 22, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Sep 29, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Sep 29, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Oct 6, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Oct 6, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Oct 13, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Oct 13, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Oct 16, 2011: Math Teachers will work collaboratively to develop and implement classroom methodologies and assessments. **Person:** All math teachers
Oct 20, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Oct 20, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders
Oct 27, 2011: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

May 3, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

May 10, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

May 10, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

May 16, 2012: Math Teachers will work collaboratively to develop and implement classroom methodologies and assessments. **Person:** All math teachers

May 17, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

May 17, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

May 24, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

May 24, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

May 31, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

May 31, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

Jun 7, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

Jun 7, 2012: Departmental PLC meetings to learn how to implement new and previously learned vocabulary and/or comprehension strategies into the classroom. **Person:** Literacy Team Leaders

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.

MCS: Professional Learning Communities (PLC)

No professional development is needed for this strategy.

B. Educator Training - Parent Involvement

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: ISTEP+ Countdown Calendars

In-Service

Brief Description: In-Service

Intended Participants: Teachers, Counselors, Administrators

Date: Feb 1, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding: \$0

Does this activity occur during the school day? Yes

In-Service

Brief Description: In-Service on how to create and use a 10 day ISTEP Countdown Calendar.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 1, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding: \$0

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: ISTEP+ Prep Tests & Common Curriculum Calendars

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: MCS:Curriculum Mapping - Math

No professional development is needed for this strategy.

I. Focused Academic Area: Algebra Questions of the Week (10 for Friday)

No professional development is needed for this strategy.

I. Focused Academic Area: MCS: Reading Intervention Program (RTI)

No professional development is needed for this strategy.

I. Focused Academic Area: MCS: Reading Strategies

No professional development is needed for this strategy.

L. Student Transition

No professional development is needed for this strategy.

U. Focused Student Group: Twenty-First Century Scholars Program

No professional development is needed for this strategy.

W. Timely Additional Assistance

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... High number of students failing classes

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- MCS: Professional Learning Communities (PLC)
- G. Attendance: Good Attendance Reward Party
- F. Encourage Rigorous Curriculum: ISTEP+ Prep Tests & Common Curriculum Calendars
- I. Focused Academic Area: Algebra Questions of the Week (10 for Friday)

We are concerned that... Impact of student behavior on learning

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- MCS: Professional Learning Communities (PLC)

We are concerned that... Teacher Expectations

Data Targets Influenced by This Concern:

- All students enrolled in Algebra I -- Passing the Algebra I end of course assessment

Strategies to Impact This Concern:

- MCS: Professional Learning Communities (PLC)
- G. Attendance: Good Attendance Reward Party

Required Areas of Concern

A. Parent Involvement (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- A. Parent Involvement

B. Educator Training - Parent Involvement (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- B. Educator Training - Parent Involvement

E. Parent Information Resource Center Website (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (IN Rules, TAS)

Data Targets Influenced by This Concern:

- All students enrolled in Algebra I -- Passing the Algebra I end of course assessment
- All students tested -- Passing ISTEP Reading Vocabulary and Reading Comprehension(seat data)
- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: ISTEP+ Countdown Calendars
- F. Encourage Rigorous Curriculum: MCS:Curriculum Mapping - Math
- F. Encourage Rigorous Curriculum: ISTEP+ Prep Tests & Common Curriculum Calendars
- F. Encourage Rigorous Curriculum: MCS:Curriculum Mapping - English

I. Focused Academic Area (IN Rules, TAS)

Data Targets Influenced by This Concern:

- All students enrolled in Algebra I -- Passing the Algebra I end of course assessment
- All students tested -- Passing ISTEP Reading Vocabulary and Reading Comprehension(seat data)
- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: MCS:Curriculum Mapping - Math
- F. Encourage Rigorous Curriculum: MCS:Curriculum Mapping - English
- I. Focused Academic Area: MCS: Reading Strategies
- I. Focused Academic Area: Algebra Questions of the Week (10 for Friday)
- I. Focused Academic Area: MCS: Reading Intervention Program (RTI)

J. Instruction by Highly Qualified Teachers (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

L. Student Transition (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- L. Student Transition

R1. Parent Right-to-Know Letter - Qualifications (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

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

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

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

S. School-Parent Compact (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (IN Rules, TAS)

Data Targets Influenced by This Concern:

- All Black Students Tested (AYP) -- % Passing English/Language Arts ISTEP+
- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- I. Focused Academic Area: MCS: Reading Strategies
- I. Focused Academic Area: Algebra Questions of the Week (10 for Friday)
- U. Focused Student Group: Twenty-First Century Scholars Program

W. Timely Additional Assistance (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- W. Timely Additional Assistance

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All Black Students Tested (AYP) -- % Passing English/Language Arts ISTEP+
- All students enrolled in Algebra I -- Passing the Algebra I end of course assessment
- All students tested -- Passing ISTEP Reading Vocabulary and Reading Comprehension(seat data)
- Free/Reduced students -- Passing ISTEP E/LA (AYP)
- Free/Reduced students -- Passing ISTEP Math (AYP)

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?	Media Center
<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?	Our school's attendance rate was over 95%. We will continue use the corporations Instant Alert System to notify parents of studnet absences. We will also encourage Teams to use incentives to increase student attendance.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	ISTEP Prep Assessments (Monthly core subject standards based school-wide assessments), Star Reading Assessments (Progress monitoring tool used to monitor student reading progress for those studnets reading 2 or more grade levels below).We use the TCS II test which is used to assess academic aptitude that includes verbal, non-verbal, and memory skills.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Whole Faculty Breakout sessions, Student Body Breakout Sessions, Community Council meetings.

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