

School Improvement Plan - PL221 Version - 2009-2012

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Whiting Middle School (4356)

Whiting School City

Whiting, 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

Whiting Middle School

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Kathy Baxter - Teacher
- Michelle Duncan - School Counselor
- Kim Fentress - Teacher
- Jane Laurincik - Teacher
- Candi Menchaca - Teacher
- Sue Mills-Groninger - Parent/Guardian
- Cindy Scroggins - Administrator
- Pam Smith - Teacher
- Cheryl Sopo - Community Representative (Business)
- Elva Sotello - Teacher

Strategy Chairs

- Piedad Kerr
- Cindy Scroggins
- Pam Smith

Community Council

- Jean Lovasko - school librarian
- Brian Lowry - Director of Community Development for the City of Whiting
- Deann Mantich - 7th Grade Parent
- Julie Michniewicz - parent of 6th & 8th grade students
- Susan Mills-Groninger - School Board President
- Pam Smith - Teacher / Team Leader
- Cheryl Sopo - Social Worker
- Elva Sotello - teacher

Vision Statement

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

We believe all students deserve:

Whiting Middle School Vision Statement

Whiting Middle School exists to serve the unique academic, physical, social, and emotional needs of students who are transitioning from childhood to adolescence. The staff at WMS is committed to creating and maintaining an orderly, trusting, and caring environment that promotes self-discipline, motivation, and excellence in learning. We believe that all students can learn. We believe that our students deserve a curriculum that is standards-based, offers a variety of classes, challenges and motivates them to learn, and meets students's individual needs through differentiation. We believe in meaningful professional collaboration with a focus on learning and student achievement. We believe in a commitment to continuous school improvement by setting high expectations for our students and continuously monitoring their progress toward achieving these standards. The WMS staff believes in using assessment data to guide the learning process, refine instructional plans, and inform parents regarding their child's academic progress. Our school seeks to equip our students with the skills and knowledge needed to be successful global citizens and with the ability to appreciate and interact with people of all backgrounds. Our vision is to prepare all students for their roles and responsibilities in an interdependent world. We seek to promote multi-perspectives and an appreciation of diverse cultures and linguistic differences. Our school values the richness that populations bring to our school community. We envision working together in order to build a positive and progressive future while encouraging co-operation in order to enhance the multicultural climate of our school. We believe that our students deserve fair and consistent rules which are enforced equitably and which hold them responsible and accountable for their behavior. We believe that students need to be recognized and praised for all of their accomplishments, both academic and non-academic. The WMS staff joins the parents and the community to assist the students in developing the knowledge and tools necessary to confidently meet the challenges of high school and beyond.

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

All adults in the community live by these core convictions and, as a result, exhibit the following attitudes and actions: Educators provide advisory opportunities. They provide alternative classroom settings for at-risk students whose needs cannot be met in a conventional setting. Teachers provide reading and writing reinforcement across the curriculum, along with individualized attention to help students acquire an age-appropriate, grade-level education. Parents motivate, encourage, and support school decisions, while providing a structured, supportive home environment that meets students's basic needs and instills personal responsibility, including punctuality and attendance. All adults provide mentoring and career development opportunities. They also support and ensure a safe environment, while expecting students to assume personal responsibility and treat others with respect. Community members mentor and nurture relationships with students that help lead them to wise career choices, and life decisions. Community members support school activities with their presence and with funds.

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

In this environment, where all adults live by their core convictions, all students have high expectations of themselves. All students are fed, clean, and rested. They are active learners, avid readers and computer savvy children. They are prepared for class, attentive, and motivated. All students are excited about school. They are inquisitive, proactive, and follow directions. All students are respectful and nice to everyone in this environment, which then has a positive effect on their home and community life. Students in middle school are age appropriate for the safety and well-being of all other middle school students.

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

- % of students who pass all classes: 100%
- % of students who pass ISTEP: 100%
- % of students who pass the 9th grade ISTEP: 100%
- % of students who achieve grade level reading and math scores on MAP testing: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

6th Grade Students - Reading Comprehension

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	63	64	62	66		68		70		71		100

7th Grade Students - Reading Comprehension

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	63	65	66	68		68		70		71		100

8th Grade - At/above mean RIT on fall NWEA Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58	62	65	61	62		64		66		67		100

8th Grade - At/above mean RIT on fall NWEA Reading

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58	62	65	63	62		64		65		66		100

8th Grade - Pass All Classes First Semester

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	83	85	86	86	87	88		89		90		100

8th Grade - Pass English/LA ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64	53	75	73	75		70		71		72		100

8th Grade - Pass Math ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67	65	70	75	72		74		75		76		100

8th grade students on Free/Reduced Lunch - Pass English/LA ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
56	60	58	73.2	75		76		80		81		100

8th Grade Students on Free/Reduced Lunch - Pass ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	70	66	73.5	68		70		71		72		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64	73.4	66	74	68		70		72		73		100

Grades 6, 7, and 8 - Pass English/Language Arts ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	67.1	64	70	66		68		70		71		100

Grades 6, 7, and 8 - Pass Math ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67	80.1	68	85	70		72		73		74		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Need to increase Communication between school and home

Efforts made this year to reach parent through available technology has worked well, and needs to continue for more parent involvement. Monthly principal's meetings will occur to increase the line of communication. Meetings will be staggered am/pm so that maximum parent involvement may occur.

Concern: Parents/teachers/students being informed - assessment data used well to drive instruction

Understanding (by parents, students and teachers) why students are placed in classes, advisories, summer school settings. ISTEP, MAPS, grades.

Concern: Teachers need to use data to drive instructional decision making

40% of students are above grade level in reading/language arts and 30% are below grade level, therefore textbooks, and grade level instructional materials, need to be looked assessed as to how effective they are.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Assessment Data —

Data gained through the following assessments used at Whiting Middle School will be effectively used by the teaching staff and administration to properly guide student learning during the regular school year and summer school: ISTEP, MAPS (NWEA)-reading, language and math levels are given.)

Parent Involvement/Increased Communication —

Increased communication between school and home will occur. The principal, Cindy Scroggins, will continue for a second year with a monthly parent meeting that is flexibly scheduled am/pm meetings for improved attendance. Mrs. Scroggins will share what is going on at WMS (academically, emotionally, etc.) and answer any questions parents might have about the previous month or the following month.

Required Strategies

F. Encourage Rigorous Curriculum: Differentiated Instruction (RTI effort) —

Instruction in all subject areas will be differentiated by classroom teachers based on student achievement data throughout the school year. Students will be placed in flexible groupings within each subject area matched to their ability level/areas of need.

I. Focused Academic Area: Writing Across the Curriculum —

Writing instruction/activities will be integrated into all curricular areas by classroom teachers throughout the school year.

U. Focused Student Group: Limited English Students —

Remediation and English language instruction for identified 6th, 7th, and 8th ESL students during 8th period. Language support during the school day for low level English proficiency students in 6th grade. Content language is modified so that students will master subject.

Professional Development

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

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

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

Assessment Data

Professional Development Activity	Funding	Activity Purpose
<i>In-Service / Conference</i>	Source: not applicable Amount: \$0	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
No additional training needed in this area. Training for the teachers will be given by the administration. This will be part of our Rtl initiative.	Teachers Administrators	Peer Coaching

Parent Involvement/Increased Communication

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Differentiated Instruction (RTI effort)

Professional Development Activity	Funding	Activity Purpose
<i>RTI professional development will take place</i>	Source: Professional Development Grant Amount: \$2500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
We are in the process of securing a school-wide professional development day with a presenter focusing on Rtl.	Teachers Counselors Administrators	Presentation/Workshop Professional Reading

I. Focused Academic Area: Writing Across the Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Conferences on Writings</i>	Source: Professional Development Grant Amount: \$1000.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Writing Traits 6 + 1 offered through NWIESC.	Teachers Administrators	Presentation/Workshop

U. Focused Student Group: Limited English Students

Professional Development Activity	Funding	Activity Purpose
<i>Gain knowledge on recent research findings and methodologies which have proven successful in instruc</i>	Source: Title III Grant-ESL Amount: \$700.00	Skill Building
Brief Description	Intended Participants	Activity Format
Attend the Indiana ELL learning conference in Indianapolis in Dec. 2009	Teachers Administrators	Presentation/Workshop

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Need to increase Communication between school and home

Data Targets Influenced by This Concern:

- 8th Grade -- Pass All Classes First Semester
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP

Strategies to Impact This Concern:

- Parent Involvement/Increased Communication

Concern: Parents/teachers/students being informed - assessment data used well to drive instruction

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Involvement/Increased Communication

Concern: Teachers need to use data to drive instructional decision making

Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- At/above mean RIT on fall NWEA Reading

Strategies to Impact This Concern:

- Assessment Data

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- Pass English/LA ISTEP
- 8th Grade -- Pass Math ISTEP
- 8th Grade Students on Free/Reduced Lunch -- Pass ISTEP Math

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction (RTI effort)
- I. Focused Academic Area: Writing Across the Curriculum

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- At/above mean RIT on fall NWEA Math
- 8th Grade -- At/above mean RIT on fall NWEA Reading
- 8th grade students on Free/Reduced Lunch -- Pass English/LA ISTEP
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP

Strategies to Impact This Concern:

- I. Focused Academic Area: Writing Across the Curriculum

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP

Strategies to Impact This Concern:

- U. Focused Student Group: Limited English Students

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Principal's Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	MAPS - NWEA - computerized testing system which gives reading, language and math levels of achievement.(Given twice per school year, and to students who enter the school after late.)	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Assessment Data

Sep 8, 2009: Principal will discuss ISTEP test results

Person: Cynthia Scroggins

Activity: Faculty meeting explaining importance of using testing result to drive instruction

Sep 10, 2009: Faculty will be asked to give input as to what information is needed on the Excel spreadsheets being generated that will help them drive instruction

Person: Cynthia Scroggins

Activity: Faculty meeting explaining importance of using testing result to drive instruction

Sep 10, 2009: Principal will search for professional development opportunities focusing on using data to drive instruction

Person: Cynthia Scroggins

Activity: In-Service / Conference

Sep 15, 2009: Principal will give teachers ISTEP scores

Person: Cynthia Scroggins

Activity: ISTEP Scores will be put into Excel spreadsheet

Sep 30, 2009: Connie Thomas will put ISTEP scores for the 6th graders into the Excel Spreadsheet

Person: Connie Thomas

Activity: ISTEP Scores will be put into Excel spreadsheet

Sep 30, 2009: Kim Fentress will put ISTEP scores for the 7th graders into the Excel Spreadsheet

Person: Kim Fentress

Activity: ISTEP Scores will be put into Excel spreadsheet

Sep 30, 2009: Pam Smith will put ISTEP scores for the 8th graders into the Excel Spreadsheet

Person: Pam Smith

Activity: ISTEP Scores will be put into Excel spreadsheet

Oct , 2009: Information will be shared with the three teachers generating the Excel spreadsheets

Person: Cynthia Scroggins

Activity: Faculty meeting explaining importance of using testing result to drive instruction

Oct 7, 2009: Teachers will turn in Excel spreadsheet to the principal

Person: Pam Smith/Kim Fentress/Connie Thomas

Activity: ISTEP Scores will be put into Excel spreadsheet

Oct 10, 2009: Principal will search for professional development opportunities focusing on using data to drive instruction

Person: Cynthia Scroggins

Activity: In-Service / Conference

Oct 14, 2009: Distribution of Excel spreadsheet with ISTEP scores will be distributed to all teachers working with the middle school students

Person: Cynthia Scroggins

Activity: ISTEP Scores will be put into Excel spreadsheet

Oct 20, 2009: MAPS testing window will be opened by the principal

Person: Cynthia Scroggins

Activity: MAPS scores will be added to the Excel spreadsheet that already has the ISTEP scores in place

- Oct 28, 2009:** MAPS testing will take place
Person: Elva Sotello/Jeff Cain
Activity: MAPS scores will be added to the Excel spreadsheet that already has the ISTEP scores in place
- Nov 6, 2009:** MAPS scores will be put into charts
Person: Patrick Pecher
Activity: MAPS scores will be added to the Excel spreadsheet that already has the ISTEP scores in place
- Nov 10, 2009:** Principal will search for professional development opportunities focusing on using data to drive instruction
Person: Cynthia Scroggins
Activity: In-Service / Conference
- Nov 11, 2009:** Connie Thomas will put MAPS scores for the 6th graders into the Excel Spreadsheet
Person: Connie Thomas
Activity: MAPS scores will be added to the Excel spreadsheet that already has the ISTEP scores in place
- Nov 11, 2009:** Kim Fentress will put MAPS scores for the 7th graders into the Excel Spreadsheet
Person: Kim Fentress
Activity: MAPS scores will be added to the Excel spreadsheet that already has the ISTEP scores in place
- Nov 11, 2009:** Pam Smith will put MAPS scores for the 8th graders into the Excel Spreadsheet
Person: Pam Smith
Activity: MAPS scores will be added to the Excel spreadsheet that already has the ISTEP scores in place
- Nov 18, 2009:** Teachers will turn in Excel spreadsheet to the principal
Person: Pam Smith/Kim Fentress/Connie Thomas
Activity: MAPS scores will be added to the Excel spreadsheet that already has the ISTEP scores in place
- Nov 23, 2009:** Distribution of Excel spreadsheet including ISTEP and MAPS scores will be distributed to the staff
Person: Cynthia Scroggins
Activity: MAPS scores will be added to the Excel spreadsheet that already has the ISTEP scores in place
- Dec 10, 2009:** Principal will search for professional development opportunities focusing on using data to drive instruction
Person: Cynthia Scroggins
Activity: In-Service / Conference
- Jan 10, 2010:** Principal will search for professional development opportunities focusing on using data to drive instruction
Person: Cynthia Scroggins
Activity: In-Service / Conference
- Feb 10, 2010:** Principal will search for professional development opportunities focusing on using data to drive instruction
Person: Cynthia Scroggins
Activity: In-Service / Conference
- Mar 10, 2010:** Principal will search for professional development opportunities focusing on using data to drive instruction
Person: Cynthia Scroggins
Activity: In-Service / Conference
- Mar 15, 2010:** MAPS testing will take place
Person: Elva Sotello/Jeff Cain
Activity: Second set of MAPS (SPRING) scores will be added to the Excel spreadsheet
- Mar 22, 2010:** Principal will open the window for the Spring testing of MAPS
Person: Cynthia Scroggins
Activity: Second set of MAPS (SPRING) scores will be added to the Excel spreadsheet
- Mar 29, 2010:** Connie Thomas will put Spring MAPS scores for the 6th graders into the Excel Spreadsheet
Person: Connie Thomas
Activity: Second set of MAPS (SPRING) scores will be added to the Excel spreadsheet

- Mar 29, 2010:** Kim Fentress will put Spring MAPS scores for the 7th graders into the Excel Spreadsheet
Person: Kim Fentress
Activity: Second set of MAPS (SPRING) scores will be added to the Excel spreadsheet
- Mar 29, 2010:** Pam Smith will put Spring MAPS scores for the 8th graders into the Excel Spreadsheet
Person: Pam Smith
Activity: Second set of MAPS (SPRING) scores will be added to the Excel spreadsheet
- Apr 10, 2010:** Principal will search for professional development opportunities focusing on using data to drive instruction
Person: Cynthia Scroggins
Activity: In-Service / Conference
- Apr 12, 2010:** Teachers will turn in completed Excell spreadsheets to the principal
Person: Pam Smith/Connie Thomas/Kim Fentress
Activity: Second set of MAPS (SPRING) scores will be added to the Excel spreadsheet
- Apr 16, 2010:** Distribution of Updated Excel spreadsheet will be given to the staff
Person: Cynthia Scroggins
Activity: Second set of MAPS (SPRING) scores will be added to the Excel spreadsheet

Encourage Rigorous Curriculum

- Jul 15, 2009:** Collect ISTEP / MAP scores for assessment and placement in grouping
Person: Cindy Scroggins
Activity: Collect baseline data
- Jul 15, 2009:** Collect ISTEP / MAP scores for assessment and placement in grouping
Person: Michelle Duncan
Activity: Collect baseline data
- Aug 20, 2009:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differinciate instruction
- Aug 21, 2009:** In beginning of the year meetings, the faculty will be given charts to use to drive instruction
Person: Kim Fentress / Connie Thomas
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction
- Aug 29, 2009:** RTI professional development sessions
Person: Cindy Scroggins
Activity: RTI professional development will take place
- Sep 1, 2009:** Seeking out of professional development in the area of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Sep 14, 2009:** Informal classroom walkthroughs looking for differentiated instructional activities
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Sep 14, 2009:** Classroom observations
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning
- Sep 14, 2009:** Review of teachers' lesson plans
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning
- Sep 17, 2009:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differinciate instruction

- Sep 20, 2009:** Lessons will be developed to target the learning level and style of each teacher's groupings and will be discussed at teaming meetings with the principal
Person: Cindy Scroggins
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction
- Sep 27, 2009:** RTI sharing of ideas at staff / teaming meetings
Person: Cindy Scroggins
Activity: RTI professional development will take place
- Sep 30, 2009:** Informal meeting with teachers to discuss classroom observation of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Oct 1, 2009:** Referral of teachers needing additional training in differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Oct 1, 2009:** Seeking out of professional development in the area of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Oct 14, 2009:** Informal classroom walkthroughs looking for differentiated instructional activities
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Oct 14, 2009:** Review of teachers' lesson plans
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning
- Oct 15, 2009:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differentiate instruction
- Oct 20, 2009:** Lessons will be developed to target the learning level and style of each teacher's groupings and will be discussed at teaming meetings with the principal
Person: Cindy Scroggins
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction
- Oct 27, 2009:** RTI sharing of ideas at staff / teaming meetings
Person: Cindy Scroggins
Activity: RTI professional development will take place
- Nov 1, 2009:** Referral of teachers needing additional training in differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Nov 1, 2009:** Seeking out of professional development in the area of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Nov 4, 2009:** Informal meeting with teachers to discuss classroom observation of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Nov 14, 2009:** Informal classroom walkthroughs looking for differentiated instructional activities
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Nov 14, 2009:** Review of teachers' lesson plans
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning

- Nov 19, 2009:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differentiate instruction
- Nov 20, 2009:** Follow-up meetings with classroom teacher to discuss mastery of new differentiated instructional strategies
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Nov 20, 2009:** Lessons will be developed to target the learning level and style of each teacher's groupings and will be discussed at teaming meetings with the principal
Person: Cindy Scroggins
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction
- Nov 27, 2009:** RTI sharing of ideas at staff / teaming meetings
Person: Cindy Scroggins
Activity: RTI professional development will take place
- Dec 1, 2009:** Referral of teachers needing additional training in differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Dec 1, 2009:** Seeking out of professional development in the area of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Dec 2, 2009:** Informal meeting with teachers to discuss classroom observation of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Dec 14, 2009:** Informal classroom walkthroughs looking for differentiated instructional activities
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Dec 14, 2009:** Review of teachers' lesson plans
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning
- Dec 17, 2009:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differentiate instruction
- Dec 20, 2009:** Follow-up meetings with classroom teacher to discuss mastery of new differentiated instructional strategies
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Dec 20, 2009:** Lessons will be developed to target the learning level and style of each teacher's groupings and will be discussed at teaming meetings with the principal
Person: Cindy Scroggins
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction
- Dec 27, 2009:** RTI sharing of ideas at staff / teaming meetings
Person: Cindy Scroggins
Activity: RTI professional development will take place
- Dec 30, 2009:** Informal meeting with teachers to discuss classroom observation of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Jan 1, 2010:** Referral of teachers needing additional training in differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities

- Jan 1, 2010:** Seeking out of professional development in the area of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Jan 14, 2010:** Informal classroom walkthroughs looking for differentiated instructional activities
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Jan 14, 2010:** Review of teachers' lesson plans
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning
- Jan 20, 2010:** Follow-up meetings with classroom teacher to discuss mastery of new differentiated instructional strategies
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Jan 20, 2010:** Lessons will be developed to target the learning level and style of each teacher's groupings and will be discussed at teaming meetings with the principal
Person: Cindy Scroggins
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction
- Jan 21, 2010:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differentiate instruction
- Jan 27, 2010:** RTI sharing of ideas at staff / teaming meetings
Person: Cindy Scroggins
Activity: RTI professional development will take place
- Feb 1, 2010:** Referral of teachers needing additional training in differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Feb 1, 2010:** Seeking out of professional development in the area of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Feb 3, 2010:** Informal meeting with teachers to discuss classroom observation of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Feb 14, 2010:** Informal classroom walkthroughs looking for differentiated instructional activities
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Feb 14, 2010:** Review of teachers' lesson plans
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning
- Feb 18, 2010:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differentiate instruction
- Feb 20, 2010:** Follow-up meetings with classroom teacher to discuss mastery of new differentiated instructional strategies
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Feb 20, 2010:** Lessons will be developed to target the learning level and style of each teacher's groupings and will be discussed at teaming meetings with the principal
Person: Cindy Scroggins
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction

- Feb 27, 2010:** RTI sharing of ideas at staff / teaming meetings
Person: Cindy Scroggins
Activity: RTI professional development will take place
- Mar 1, 2010:** Referral of teachers needing additional training in differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Mar 1, 2010:** Seeking out of professional development in the area of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Mar 3, 2010:** Informal meeting with teachers to discuss classroom observation of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Mar 14, 2010:** Informal classroom walkthroughs looking for differentiated instructional activities
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Mar 14, 2010:** Review of teachers' lesson plans
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning
- Mar 18, 2010:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differentiate instruction
- Mar 20, 2010:** Follow-up meetings with classroom teacher to discuss mastery of new differentiated instructional strategies
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Mar 20, 2010:** Lessons will be developed to target the learning level and style of each teacher's groupings and will be discussed at teaming meetings with the principal
Person: Cindy Scroggins
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction
- Mar 27, 2010:** RTI sharing of ideas at staff / teaming meetings
Person: Cindy Scroggins
Activity: RTI professional development will take place
- Mar 31, 2010:** Informal meeting with teachers to discuss classroom observation of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Apr 1, 2010:** Seeking out of professional development in the area of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Apr 14, 2010:** Informal classroom walkthroughs looking for differentiated instructional activities
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Apr 14, 2010:** Review of teachers' lesson plans
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning
- Apr 15, 2010:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differentiate instruction

- Apr 20, 2010:** Follow-up meetings with classroom teacher to discuss mastery of new differentiated instructional strategies
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- Apr 20, 2010:** Lessons will be developed to target the learning level and style of each teacher's groupings and will be discussed at teaming meetings with the principal
Person: Cindy Scroggins
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction
- Apr 27, 2010:** RTI sharing of ideas at staff / teaming meetings
Person: Cindy Scroggins
Activity: RTI professional development will take place
- May 1, 2010:** Seeking out of professional development in the area of differentiated instruction
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- May 14, 2010:** Informal classroom walkthroughs looking for differentiated instructional activities
Person: Cynthia Scroggins
Activity: Analysis and evaluation of current differentiated instructional activities
- May 14, 2010:** Review of teachers' lesson plans
Person: Cynthia Scroggins
Activity: Use of differentiation in lesson planning
- May 20, 2010:** Monthly meetings about instruction with principal and team members
Person: Cindy Scroggins
Activity: instructors might not differentiate instruction
- May 20, 2010:** Lessons will be developed to target the learning level and style of each teacher's groupings and will be discussed at teaming meetings with the principal
Person: Cindy Scroggins
Activity: Teachers will be given charts of MAPS, ISTEP levels to help assist in instruction
- May 27, 2010:** RTI sharing of ideas at staff / teaming meetings
Person: Cindy Scroggins
Activity: RTI professional development will take place

Focused Academic Area

- , 2009:** Present update at February faculty meeting about portfolio contributions
Person: Pam Smith / Candi Menchaca
Activity: Presentation of writing from various content areas at faculty meeting
- , 2009:** Reminder of portfolio submissions at the October faculty meeting
Person: Pam Smith
Activity: Presentation of writing from various content areas at faculty meeting
- Jun 10, 2009:** Principal will look for writing sessions for social studies teachers, science teachers, and specials teachers to attend
Person:
Activity: Conferences on Writings
- Jun 10, 2009:** Principal will suggest writing workshop/sessions to Social Studies teachers, science teachers, specials teachers
Person:
Activity: Conferences on Writings
- Aug 12, 2009:** Principal will look for writing sessions for social studies teachers, science teachers, and specials teachers to attend
Person:
Activity: Conferences on Writings

- Aug 12, 2009:** Principal will suggest writing workshop/sessions to Social Studies teachers, science teachers, specials teachers
Person:
Activity: Conferences on Writings
- Aug 20, 2009:** A list of websites with ideas for writing projects will be supplied to the staff
Person: Candi Menchaca
Activity: Writing Portfolios
- Aug 20, 2009:** A very teacher-friendly rubric will be created or chosen that all faculty will use
Person: Candi Menchaca / Pam Smith
Activity: Writing Portfolios
- Aug 25, 2009:** Students will bring in folders to keep in the language arts classrooms to serve as their portfolios
Person: Pam Smith / Candi Menchaca/ Jane Laurincik
Activity: Writing Portfolios
- Sep 10, 2009:** Rubric will be distributed to all content area teachers
Person: Candi Menchaca / Pam Smith
Activity: Writing Portfolios
- Sep 15, 2009:** Number of students doing portfolios that have folders in the language arts rooms ready and waiting for Social Studies teachers, science teachers, specials teachers to submit items
Person: Pam Smith / Candi Menchaca
Activity: Collect baseline data
- Sep 20, 2009:** Language teachers will make sure at least one example of each type of writing set forth in the state standards is in each student's portfolio for the first semester.
Person: Pam Smith / Candi Menchaca
Activity: Writing Portfolios
- Oct 14, 2009:** Principal will look for writing sessions for social studies teachers, science teachers, and specials teachers to attend
Person:
Activity: Conferences on Writings
- Oct 14, 2009:** Principal will suggest writing workshop/sessions to Social Studies teachers, science teachers, specials teachers
Person:
Activity: Conferences on Writings
- Nov 10, 2009:** Writing presentation will be made by an outside speaker or a faculty member
Person:
Activity: Conferences on Writings
- Nov 22, 2009:** Language teachers will make sure at least one example of each type of writing set forth in the state standards is in each student's portfolio
Person: Pam Smith / Candi Menchaca
Activity: Writing Portfolios
- Dec 15, 2009:** A reminder e-mail will be sent to content area teachers reminding them to submit the student writings for the portfolios by Jan. 20th.
Person: Pam Smith
Activity: Writing Portfolios
- Dec 16, 2009:** Principal will look for writing sessions for social studies teachers, science teachers, and specials teachers to attend
Person:
Activity: Conferences on Writings
- Dec 16, 2009:** Principal will suggest writing workshop/sessions to Social Studies teachers, science teachers, specials teachers
Person:
Activity: Conferences on Writings

- Dec 20, 2009:** All teachers will submit their students' writing sample for the portfolio submission for the first semester - complete with rubric attached
Person: Canid Menchaca / Pam Smith
Activity: Writing Portfolios
- Jan 21, 2010:** Number of Social Studies teachers, science teachers, specials teachers that have submitted one items for the portfolio for the first semester
Person: Pam Smith and Candi Menchaca
Activity: Collect first semester/trimester follow up data
- Jan 22, 2010:** Students will assess their portfolios at the end of the first semester and choose their best piece of writing. A writing assignment will be done by the student explaining how they think they are doing with their writing skills, why the piece they chose i
Person: Pam Smith / Candi Menchaca
Activity: Writing Portfolios
- Jan 24, 2010:** Language teachers will make sure at least one example of each type of writing set forth in the state standards is in each student's portfolio
Person: Pam Smith / Candi Menchaca
Activity: Writing Portfolios
- Jan 25, 2010:** Collect writing sample from content area teachers
Person: Pam Smith / Candi Menchaca
Activity: Presentation of writing from various content areas at faculty meeting
- Jan 30, 2010:** An individual conference will take place between the language teacher and the student as to their writing progress during the first semester, during their advisory time.
Person: Pam Smith / Candi Menchaca
Activity: Writing Portfolios
- Feb 17, 2010:** Principal will look for writing sessions for social studies teachers, science teachers, and specials teachers to attend
Person:
Activity: Conferences on Writings
- Feb 17, 2010:** Principal will suggest writing workshop/sessions to Social Studies teachers, science teachers, specials teachers
Person:
Activity: Conferences on Writings
- Mar 18, 2010:** Instructors will continue to write in their classes during the second semester, submitting at least one sample.
Person: Pam Smith
Activity: Writing Portfolios
- Apr 21, 2010:** Principal will look for writing sessions for social studies teachers, science teachers, and specials teachers to attend
Person:
Activity: Conferences on Writings
- May 1, 2010:** A reminder e-mail will be sent to content area teachers reminding them to submit the student writings for the portfolios by May 15.
Person: Pam Smith
Activity: Writing Portfolios
- May 15, 2010:** All teachers will submit their students' writing sample for the portfolio submission for the second semester - complete with rubric attached
Person: Candi Menchaca/Pam Smith
Activity: Writing Portfolios
- May 20, 2010:** Students will assess their portfolios at the end of the school year and choose their best piece of writing for the second semester. A writing assignment will be done by the student explaining how they think they are doing with their writing skills, why t

Person: Pam Smith / Candi Menchaca

Activity: Writing Portfolios

May 25, 2010: An individual conference will take place between the language teacher and the student as to their writing progress during the second semester, during their advisory time.

Person: Pam Smith / Candi Menchaca

Activity: Writing Portfolios

May 28, 2010: Language teachers will make sure at least one example of each type of writing set forth in the state standards is in each student's portfolio

Person: Pam Smith / Candi Menchaca

Activity: Writing Portfolios

Jun 5, 2010: Number of Social Studies teachers, science teachers, specials teachers that have submitted their one item for second semester

Person: Pam Smith and Candi Menchaca

Activity: Collect final semester/trimester follow up data

Aug 21, 2010: A meeting will be held with the social studies teacher, the science teacher, the art teacher, the music teacher, the shop teacher, the health teacher and the principal explaining the new writing portfolio requirements.

Person: Pam Smith

Activity: Writing Portfolios

Focused Student Group

Aug 27, 2006: Record percent of teachers in science, language arts, literature, social studies making modifications for ESL students

Person: Piedad Kerr

Activity: Review students' grades

Jul 3, 2009: Scheduling of identified students in 8th hour ESL language class

Person: Cynthia Scroggins

Activity: Language instruction and academic support for ESL students performing below grade level.

Aug 4, 2009: Prepare database of ESL students by grade and proficiency levels in each area of language.

Person: Piedad Kerr

Activity: Presentation of ESL students' English Proficiency levels and accommodations

Aug 20, 2009: Development of curriculum to address needs of students in all identified areas of language

Person: Piedad Kerr

Activity: Language instruction and academic support for ESL students performing below grade level.

Aug 24, 2009: Analysis of Spring LAS scores in english proficiency levels

Person: Piedad Kerr

Activity: Achievement Data Analysis

Aug 24, 2009: Dissaggregation of Spring 09 ISTEP Data

Person: Piedad Kerr

Activity: Achievement Data Analysis

Sep 14, 2009: Presentation of accommodations for students discussed with teachers during 1st faculty meeting.

Person: Piedad Kerr

Activity: Presentation of ESL students' English Proficiency levels and accommodations

Sep 17, 2009: Evaluate classes where support is needed and set up plan for content support in the classroom or as a pull-out.

Person: Piedad Kerr

Activity: Collaborate with classroom teachers to provide lang support in content areas

Sep 17, 2009: Identification of struggling ESL learners

Person: Classroom teachers

Activity: Collaborate with classroom teachers to provide lang support in content areas

- Sep 18, 2009:** Monitor grades and completion of assignments
Person: Piedad Kerr
Activity: Achievement Data Analysis
- Oct 17, 2009:** Evaluate classes where support is needed and set up plan for content support in the classroom or as a pull-out.
Person: Piedad Kerr
Activity: Collaborate with classroom teachers to provide lang support in content areas
- Oct 17, 2009:** Identification of struggling ESL learners
Person: Classroom teachers
Activity: Collaborate with classroom teachers to provide lang support in content areas
- Oct 18, 2009:** Monitor grades and completion of assignments
Person: Piedad Kerr
Activity: Achievement Data Analysis
- Oct 26, 2009:** Analysis of Fall MAP Testing Results
Person: Piedad Kerr
Activity: Achievement Data Analysis
- Nov 17, 2009:** Evaluate classes where support is needed and set up plan for content support in the classroom or as a pull-out.
Person: Piedad Kerr
Activity: Collaborate with classroom teachers to provide lang support in content areas
- Nov 17, 2009:** Identification of struggling ESL learners
Person: Classroom teachers
Activity: Collaborate with classroom teachers to provide lang support in content areas
- Nov 18, 2009:** Monitor grades and completion of assignments
Person: Piedad Kerr
Activity: Achievement Data Analysis
- Dec 9, 2009:** Attend professional development related to English language learners
Person: Piedad Kerr, Cynthia Scroggins
Activity: Gain knowledge on recent research findings and methodologies which have proven successful in instruc
- Dec 17, 2009:** Evaluate classes where support is needed and set up plan for content support in the classroom or as a pull-out.
Person: Piedad Kerr
Activity: Collaborate with classroom teachers to provide lang support in content areas
- Dec 17, 2009:** Identification of struggling ESL learners
Person: Classroom teachers
Activity: Collaborate with classroom teachers to provide lang support in content areas
- Dec 18, 2009:** Monitor grades and completion of assignments
Person: Piedad Kerr
Activity: Achievement Data Analysis
- Jan 11, 2010:** Share gained knowledge with staff
Person: Piedad Kerr
Activity: Gain knowledge on recent research findings and methodologies which have proven successful in instruc
- Jan 17, 2010:** Evaluate classes where support is needed and set up plan for content support in the classroom or as a pull-out.
Person: Piedad Kerr
Activity: Collaborate with classroom teachers to provide lang support in content areas
- Jan 17, 2010:** Identification of struggling ESL learners
Person: Classroom teachers
Activity: Collaborate with classroom teachers to provide lang support in content areas

Jan 18, 2010: Monitor grades and completion of assignments
Person: Piedad Kerr
Activity: Achievement Data Analysis

Jan 21, 2010: Share information gathered with staff at the end of 1st semester
Person: Piedad Kerr
Activity: Presentation of ESL students' English Proficiency levels and accommodations

Jan 25, 2010: Record percent of teachers in science, language arts, literature, social studies making modifications for ESL students
Person: Piedad Kerr
Activity: Collect end of first semester grades

Feb 17, 2010: Evaluate classes where support is needed and set up plan for content support in the classroom or as a pull-out.
Person: Piedad Kerr
Activity: Collaborate with classroom teachers to provide lang support in content areas

Feb 17, 2010: Identification of struggling ESL learners
Person: Classroom teachers
Activity: Collaborate with classroom teachers to provide lang support in content areas

Feb 18, 2010: Monitor grades and completion of assignments
Person: Piedad Kerr
Activity: Achievement Data Analysis

Mar 17, 2010: Evaluate classes where support is needed and set up plan for content support in the classroom or as a pull-out.
Person: Piedad Kerr
Activity: Collaborate with classroom teachers to provide lang support in content areas

Mar 17, 2010: Identification of struggling ESL learners
Person: Classroom teachers
Activity: Collaborate with classroom teachers to provide lang support in content areas

Mar 18, 2010: Monitor grades and completion of assignments
Person: Piedad Kerr
Activity: Achievement Data Analysis

Apr 17, 2010: Evaluate classes where support is needed and set up plan for content support in the classroom or as a pull-out.
Person: Piedad Kerr
Activity: Collaborate with classroom teachers to provide lang support in content areas

Apr 17, 2010: Identification of struggling ESL learners
Person: Classroom teachers
Activity: Collaborate with classroom teachers to provide lang support in content areas

Apr 18, 2010: Monitor grades and completion of assignments
Person: Piedad Kerr
Activity: Achievement Data Analysis

May 17, 2010: Evaluate classes where support is needed and set up plan for content support in the classroom or as a pull-out.
Person: Piedad Kerr
Activity: Collaborate with classroom teachers to provide lang support in content areas

May 17, 2010: Identification of struggling ESL learners
Person: Classroom teachers
Activity: Collaborate with classroom teachers to provide lang support in content areas

May 18, 2010: Monitor grades and completion of assignments
Person: Piedad Kerr
Activity: Achievement Data Analysis

May 27, 2010: Share data gathered with staff at the end of second semester.
Person: Piedad Kerr
Activity: Presentation of ESL students' English Proficiency levels and accommodations

Jun 3, 2010: Record percent of teachers in science, language arts, literature, social studies making modifications for ESL students
Person: Piedad Kerr
Activity: Collect final semester grades

Parent Involvement/Increased Communication

Jun 21, 2009: Create and send out parent advisory information letter
Person: Cynthia Scroggins
Activity: Beginning of the year information

Jun 21, 2009: Create and send out parent email form
Person: Cynthia Scroggins
Activity: Beginning of the year information

Jun 24, 2009: Translation of all parent information forms
Person: Piedad Kerr
Activity: Beginning of the year information

Aug 10, 2009: Collect and record number of parents attending these meetings
Person: Cynthia Scroggins
Activity: Baseline Strategy Data

Sep 8, 2009: Create parent email group
Person: Kristy Greer
Activity: Ongoing communication between home and school

Sep 14, 2009: Email invitation to parents for first parent advisory meeting
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Sep 21, 2009: Parent advisory meetings
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Sep 21, 2009: Share parent meeting minutes with staff
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Oct 5, 2009: Continued use of parent email group to send all notes going home
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Oct 19, 2009: Share parent meeting minutes with staff
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Nov 2, 2009: Continued use of parent email group to send all notes going home
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Nov 16, 2009: Share parent meeting minutes with staff
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Dec 7, 2009: Continued use of parent email group to send all notes going home
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Dec 7, 2009: Administer survey to 6th grade students to target transition problems
Person: Cynthia Scroggins
Activity: Student Transition

Dec 21, 2009: Share parent meeting minutes with staff
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Jan 4, 2010: Continued use of parent email group to send all notes going home
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Jan 18, 2010: Share parent meeting minutes with staff
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Jan 27, 2010: Collect and record number of parents attending these meetings
Person: Cynthia Scroggins
Activity: First semester Strategy Data

Feb 1, 2010: Continued use of parent email group to send all notes going home
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Feb 15, 2010: Share parent meeting minutes with staff
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Mar 1, 2010: Continued use of parent email group to send all notes going home
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Mar 8, 2010: 5th grade orientation program for parents and students
Person: Cynthia Scroggins, Michelle Duncan
Activity: Student Transition

Mar 12, 2010: Meet with 6th grade mentors to train for shadow day experiences
Person: Cynthia Scroggins
Activity: Student Transition

Mar 15, 2010: Share parent meeting minutes with staff
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Mar 15, 2010: Meet with 5th grade students at the end of shadow day for discussion
Person: Cynthia Scroggins
Activity: Student Transition

Mar 15, 2010: schedule 5th grade students for shadow day experience
Person: Cynthia Scroggins
Activity: Student Transition

Mar 22, 2010: Meet with 5th grade students at the end of shadow day for discussion
Person: Cynthia Scroggins
Activity: Student Transition

Mar 22, 2010: schedule 5th grade students for shadow day experience
Person: Cynthia Scroggins
Activity: Student Transition

Mar 29, 2010: Meet with 5th grade students at the end of shadow day for discussion
Person: Cynthia Scroggins
Activity: Student Transition

Mar 29, 2010: schedule 5th grade students for shadow day experience
Person: Cynthia Scroggins
Activity: Student Transition

Apr 5, 2010: Continued use of parent email group to send all notes going home
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Apr 5, 2010: Meet with 5th grade students at the end of shadow day for discussion
Person: Cynthia Scroggins
Activity: Student Transition

Apr 5, 2010: schedule 5th grade students for shadow day experience
Person: Cynthia Scroggins
Activity: Student Transition

Apr 12, 2010: Meet with 5th grade students at the end of shadow day for discussion
Person: Cynthia Scroggins
Activity: Student Transition

Apr 12, 2010: schedule 5th grade students for shadow day experience
Person: Cynthia Scroggins
Activity: Student Transition

Apr 19, 2010: Share parent meeting minutes with staff
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

Apr 19, 2010: Meet with 5th grade students at the end of shadow day for discussion
Person: Cynthia Scroggins
Activity: Student Transition

Apr 19, 2010: schedule 5th grade students for shadow day experience
Person: Cynthia Scroggins
Activity: Student Transition

Apr 26, 2010: Meet with 5th grade students at the end of shadow day for discussion
Person: Cynthia Scroggins
Activity: Student Transition

Apr 26, 2010: schedule 5th grade students for shadow day experience
Person: Cynthia Scroggins
Activity: Student Transition

May 3, 2010: Continued use of parent email group to send all notes going home
Person: Cynthia Scroggins
Activity: Ongoing communication between home and school

May 3, 2010: Meet with 5th grade students at the end of shadow day for discussion
Person: Cynthia Scroggins
Activity: Student Transition

May 3, 2010: schedule 5th grade students for shadow day experience

Person: Cynthia Scroggins

Activity: Student Transition

May 4, 2010: 8th grade high school introduction assembly

Person: Cynthia Scroggins,Michelle Duncan

Activity: Student Transition

May 10, 2010: Meet with 5th grade students at the end of shadow day for discussion

Person: Cynthia Scroggins

Activity: Student Transition

May 10, 2010: schedule 5th grade students for shadow day experience

Person: Cynthia Scroggins

Activity: Student Transition

May 11, 2010: Meet with 8th grade students during SS period to discuss credits, gpa, high school course guide, and diploma types

Person: Michelle Duncan

Activity: Student Transition

May 17, 2010: Share parent meeting minutes with staff

Person: Cynthia Scroggins

Activity: Ongoing communication between home and school

May 17, 2010: Meet with 5th grade students at the end of shadow day for discussion

Person: Cynthia Scroggins

Activity: Student Transition

May 17, 2010: schedule 5th grade students for shadow day experience

Person: Cynthia Scroggins

Activity: Student Transition

May 18, 2010: 8th grade student and parent high school assembly

Person: Cynthia Scroggins, Michelle Duncan

Activity: Student Transition

May 24, 2010: Meet with 5th grade students at the end of shadow day for discussion

Person: Cynthia Scroggins

Activity: Student Transition

May 24, 2010: schedule 5th grade students for shadow day experience

Person: Cynthia Scroggins

Activity: Student Transition

May 28, 2010: Collect and record number of parents attending these meetings

Person: Cynthia Scroggins

Activity: Second semester Strategy Data

May 28, 2010: Meet with 8th grade students to do high school schedules

Person: Michelle Duncan

Activity: Student Transition

Continuous Improvement Timeline

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