

# School Improvement Plan - 2010-2011

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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:



*Indiana Student Achievement Institute*  
931 25th Street  
Columbus, IN 47201  
Phone: 812-669-0009  
Email: [asai@asainstitute.org](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

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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-Making**

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

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

### **Implementation Next Year**

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

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

# Who Wrote this School Improvement Plan?

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

## Groups and Roles

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

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

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

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

## Discussion Topics

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

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

## Steering Team

- Michelle Duncan - School Counselor
- Kim Fentress - Teacher
- Jane Laurincik - Teacher
- Brian Lowry - Community
- Candi Menchaca - Teacher
- Sue Mills-Groninger - Parent/Guardian
- Cindy Scroggins - Administrator
- Pam Smith - Teacher
- Elva Sotello - Teacher

## Strategy Chairs

- Christopher Duncan
- Candi Menchaca
- Cindy Scroggins
- Pam Smith

## Community Council

- Jean Lovasko - librarian
- Brian Lowry - Community member
- Deann Mantich - Parent
- Julie Michniewicz - Parent
- Susan Mills-Groninger - parent of 8th grade student

- Pam Smith - Community
- Cheryl Sopo - Business Owner
- Elva Sotello - teacher
- Stephanie Strabavy - community

# 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:**

### 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

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.

## 6th Grade Students - Reading Comprehension at grade level on NWEA by the spring

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64	62	66	67	68	69	70		71		74		100

## 7th Grade Students - Reading Comprehension at grade level on NWEA by the spring

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	66	68	67	68	69	70		71		74		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	61	62	63	64	72	66		67		70		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	63	62	63	64	69	65		66		79		100

**8th Grade - Pass All Classes First Semester**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	86	86	87	88	90	89		100		100		100

**8th Grade - Pass English/LA ISTEP**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	73	75	73	70	74	74		72		75		100

**8th Grade - Pass Math ISTEP**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	75	72	73	74	81	81		85		87		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66	74	68	70	70	73	72	74	75		80		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64	70	66	61.6	68	70.6	71		72		74		100



**Grades 6, 7, and 8 - Pass Math ISTEP**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	85	70	83	83		85		87		90		100

**Special Education - Special Education students passing ISTEP**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
						50		55		60		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... 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.

### **We are concerned that... 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.

### **We are concerned that... 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

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

### 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.)

**Impact Level:** High Impact - Inside

**Focus:** General

### Parent Involvement/Increased Communication

Increased communication between school and home will occur. We will continue with a monthly parent meeting that is flexibly scheduled am/pm for improved attendance. We 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.

**Impact Level:** High Impact - Outside

**Focus:** General

## 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.

**Impact Level:** High Impact - Inside

**Focus:** General

### 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.

**Impact Level:** High Impact - Inside

**Focus:** General

### U. Focused Student Group: Students who are Special Education

We will provide daily accommodations and modifications to all students who are special education within the general education setting to facilitate full inclusion.

**Impact Level:** High Impact - Inside

**Focus:** Specific

# Strategy Data

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

## Local Strategies

### Parent Involvement/Increased Communication

% of parents attending these meetings

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	65%		70%	

## Required Strategies

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

% of teachers showing evidence of differentiation in lesson planning.

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

% of faculty members providing differentiated instruction daily.

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

### I. Focused Academic Area: Writing Across the Curriculum

% of teachers including written items in the students' portfolios (2 per content area required, one per semester)

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

% of social studies, science, and specials teachers who submit a writing project to the all-school portfolio

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

**U. Focused Student Group: Students who are Special Education**

% of teachers in science, language arts, literature, social studies who make modifications for ESL students

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

## To-Do List

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

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

## Assessment Data

**Jun 20, 2010:** Input Data from Spring 2010 ISTEPs for 6th grade (2010-2011 8th graders) **Person:** Connie Thomas  
**Jun 20, 2010:** Input Data from Spring 2010 ISTEPs for 7th grade (2010-2011 8th graders) **Person:** Kim Fentress  
**Jun 20, 2010:** Input Data from Spring 2010 MAPS tests for 6th grade (2010-2011 7th graders) **Person:** Connie Thomas  
**Jun 20, 2010:** Input Data from Spring 2010 MAPS tests for 7th grade (2010-2011 8th graders) **Person:** Kim Fentress  
**Sep 27, 2010:** Input all required fields for study (free/reduced), ethnicity, etc.) for 6th grade **Person:** Connie Thomas  
**Sep 27, 2010:** Input all required fields for study (free/reduced), ethnicity, etc.) for 7th grade **Person:** Kim Fentress  
**Sep 27, 2010:** Input all required fields for study (free/reduced), ethnicity, etc.) for 8th grade **Person:** Pam Smith  
**Oct 10, 2010:** Input Data from Fall MAPS for 6th grade **Person:** Connie Thomas  
**Oct 10, 2010:** Input Data from Fall MAPS for 7th grade **Person:** Kim Fentress  
**Oct 10, 2010:** Input Data from Fall MAPS for 8th grade **Person:** Pam Smith  
**Nov 7, 2010:** Distribution of Excel spreadsheets with all input data **Person:** Cindy Scroggins

## Encourage Rigorous Curriculum

**Sep 6, 2010:** Formation of building based RtI team to meet monthly in developing plans for identified students and reviewing data  
**Person:** Cynthia Scroggins  
**Sep 6, 2010:** Selection of identified at-risk students for participation in daily RTI skills lab **Person:** Cynthia Scroggins, Michelle Duncan, Chris Duncan, Pam Smith, Elva Sotello, Connie Thomas  
**Sep 13, 2010:** Staff will be provided with student charts containing MAPS assessment and ISTEP data **Person:** Cynthia Scroggins  
**Sep 15, 2010:** Analysis of current instructional strategies **Person:** Cynthia Scroggins  
**Sep 15, 2010:** Flexible grouping within each subject area matched to students ability level/areas of need **Person:** Teachers  
**Sep 15, 2010:** Teachers will use differentiated instruction in lesson planning **Person:** Teachers  
**Sep 18, 2010:** Staff participation in LASS workshops to evaluate test scores and identify instructional strategies to address students' needs **Person:** Cynthia Scroggins, Pam Smith, Candi Menchaca, Jane Laurincik, Megan Coyne, Trish Wilder, Connie Thom  
**Oct 15, 2010:** Flexible grouping within each subject area matched to students ability level/areas of need **Person:** Teachers  
**Oct 15, 2010:** Teachers will use differentiated instruction in lesson planning **Person:** Teachers  
**Oct 30, 2010:** Staff participation in LASS workshops to evaluate test scores and identify instructional strategies to address students' needs **Person:** Cynthia Scroggins, Pam Smith, Candi Menchaca, Jane Laurincik, Megan Coyne, Trish Wilder, Connie Thom  
**Nov 15, 2010:** Flexible grouping within each subject area matched to students ability level/areas of need **Person:** Teachers  
**Nov 15, 2010:** Teachers will use differentiated instruction in lesson planning **Person:** Teachers  
**Nov 30, 2010:** Collect fall data: % of faculty members providing differentiated instruction daily. **Person:** Cindy Scroggins  
**Nov 30, 2010:** Collect fall data: % of teachers showing evidence of differentiation in lesson planning. **Person:** Cindy Scroggins  
**Dec 11, 2010:** Staff participation in LASS workshops to evaluate test scores and identify instructional strategies to address students' needs **Person:** Cynthia Scroggins, Pam Smith, Candi Menchaca, Jane Laurincik, Megan Coyne, Trish Wilder, Connie Thom  
**Dec 15, 2010:** Flexible grouping within each subject area matched to students ability level/areas of need **Person:** Teachers  
**Dec 15, 2010:** Teachers will use differentiated instruction in lesson planning **Person:** Teachers  
**Jan 15, 2011:** Flexible grouping within each subject area matched to students ability level/areas of need **Person:** Teachers  
**Jan 15, 2011:** Teachers will use differentiated instruction in lesson planning **Person:** Teachers  
**Jan 22, 2011:** Staff participation in LASS workshops to evaluate test scores and identify instructional strategies to address students' needs **Person:** Cynthia Scroggins, Pam Smith, Candi Menchaca, Jane Laurincik, Megan Coyne, Trish Wilder, Connie Thom  
**Feb 15, 2011:** Flexible grouping within each subject area matched to students ability level/areas of need **Person:** Teachers  
**Feb 15, 2011:** Teachers will use differentiated instruction in lesson planning **Person:** Teachers  
**Mar 5, 2011:** Staff participation in LASS workshops to evaluate test scores and identify instructional strategies to address students' needs **Person:** Cynthia Scroggins, Pam Smith, Candi Menchaca, Jane Laurincik, Megan Coyne, Trish Wilder, Connie Thom

**Mar 15, 2011:** Flexible grouping within each subject area matched to students ability level/areas of need **Person:** Teachers  
**Mar 15, 2011:** Teachers will use differentiated instruction in lesson planning **Person:** Teachers  
**Apr 15, 2011:** Flexible grouping within each subject area matched to students ability level/areas of need **Person:** Teachers  
**Apr 15, 2011:** Teachers will use differentiated instruction in lesson planning **Person:** Teachers  
**Apr 16, 2011:** Staff participation in LASS workshops to evaluate test scores and identify instructional strategies to address students' needs **Person:** Cynthia Scroggins, Pam Smith, Candi Menchaca, Jane Laurincik, Megan Coyne, Trish Wilder, Connie Thom  
**May 15, 2011:** Flexible grouping within each subject area matched to students ability level/areas of need **Person:** Teachers  
**May 15, 2011:** Teachers will use differentiated instruction in lesson planning **Person:** Teachers  
**Jun 30, 2011:** Collect spring data: % of faculty members providing differentiated instruction daily. **Person:** Cindy Scroggins  
**Jun 30, 2011:** Collect spring data: % of teachers showing evidence of differentiation in lesson planning. **Person:** Cindy Scroggins

## Focused Academic Area

**Aug 15, 2010:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**Sep 15, 2010:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**Oct 15, 2010:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**Nov 15, 2010:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**Nov 30, 2010:** Collect fall data: % of social studies, science, and specials teachers who submit a writing project to the all-school portfolio **Person:** Candi Menchaca / Pam Smith  
**Nov 30, 2010:** Collect fall data: % of teachers including written items in the students' portfolios (2 per content area required, one per semester) **Person:** Candi Menchaca / Pam Smith  
**Dec 15, 2010:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**Jan 15, 2011:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**Feb 15, 2011:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**Mar 15, 2011:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**Apr 15, 2011:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**May 15, 2011:** All teachers will integrate writing instruction/activities into the curriculum **Person:** Teachers  
**Jun 1, 2011:** Students will put together writing portfolios in language arts classes **Person:** Candi Menchaca / Pam Smith  
**Jun 30, 2011:** Collect spring data: % of social studies, science, and specials teachers who submit a writing project to the all-school portfolio **Person:** Candi Menchaca / Pam Smith  
**Jun 30, 2011:** Collect spring data: % of teachers including written items in the students' portfolios (2 per content area required, one per semester) **Person:** Candi Menchaca / Pam Smith

## Focused Student Group

**Jun 16, 2010:** Scheduling of special education students into all general education classrooms **Person:** Cynthia Scroggins, Michelle Duncan  
**Aug 18, 2010:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan  
**Aug 18, 2010:** Scheduling of special education aides into general education rooms to assist teachers with accommodations **Person:** Chris Duncan, Cynthia  
**Sep 13, 2010:** Provide all classroom teachers with list of students' accommodation needs **Person:** Chris Duncan  
**Sep 18, 2010:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan  
**Oct 18, 2010:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan  
**Nov 18, 2010:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan  
**Nov 30, 2010:** Collect fall data: % of teachers in science, language arts, literature, social studies who make modifications for ESL students **Person:** Christopher Duncan  
**Dec 18, 2010:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan  
**Jan 18, 2011:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan  
**Feb 18, 2011:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan  
**Mar 18, 2011:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan  
**Apr 18, 2011:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan



**May 18, 2011:** Collaboration between special education and general education staff to provide support for students in the general education classroom **Person:** Teachers, Cynthia Scroggins, Chris Duncan  
**Jun 30, 2011:** Collect spring data: % of teachers in science, language arts, literature, social studies who make modifications for ESL students **Person:** Christopher Duncan

## **Parent Involvement/Increased Communication**

**Aug 12, 2010:** Beginning of the year information/handbook distributed at registration **Person:** Cynthia Scroggins  
**Aug 12, 2010:** Distribute parent email request form at registration **Person:** Cynthia Scroggins  
**Aug 12, 2010:** Distribution of parent advisory membership invitation and information **Person:** Cynthia Scroggins  
**Aug 12, 2010:** Provide parents with access codes for ParentAccess **Person:** Sheila Kobli  
**Sep 8, 2010:** Create parent email database **Person:** Kristy Greer  
**Sep 8, 2010:** Monthly parent advisory meeting to discuss concerns and provide parent with information **Person:** Cynthia Scroggins  
**Sep 8, 2010:** Use of AlertNow messaging systems as a form of communication home **Person:** Cynthia Scroggins  
**Sep 13, 2010:** Share parent information with staff at monthly staff meeting **Person:** Cynthia Scroggins  
**Oct 8, 2010:** Monthly parent advisory meeting to discuss concerns and provide parent with information **Person:** Cynthia Scroggins  
**Oct 13, 2010:** Share parent information with staff at monthly staff meeting **Person:** Cynthia Scroggins  
**Nov 8, 2010:** Monthly parent advisory meeting to discuss concerns and provide parent with information **Person:** Cynthia Scroggins  
**Nov 13, 2010:** Share parent information with staff at monthly staff meeting **Person:** Cynthia Scroggins  
**Nov 30, 2010:** Collect fall data: % of parents attending these meetings **Person:** Cindy Scroggins  
**Dec 8, 2010:** Monthly parent advisory meeting to discuss concerns and provide parent with information **Person:** Cynthia Scroggins  
**Dec 13, 2010:** Share parent information with staff at monthly staff meeting **Person:** Cynthia Scroggins  
**Jan 8, 2011:** Monthly parent advisory meeting to discuss concerns and provide parent with information **Person:** Cynthia Scroggins  
**Jan 13, 2011:** Share parent information with staff at monthly staff meeting **Person:** Cynthia Scroggins  
**Feb 8, 2011:** Monthly parent advisory meeting to discuss concerns and provide parent with information **Person:** Cynthia Scroggins  
**Feb 13, 2011:** Share parent information with staff at monthly staff meeting **Person:** Cynthia Scroggins  
**Mar 1, 2011:** Student Transition Programs **Person:** Cynthia Scroggins, Michelle Duncan  
**Mar 8, 2011:** Monthly parent advisory meeting to discuss concerns and provide parent with information **Person:** Cynthia Scroggins  
**Mar 13, 2011:** Share parent information with staff at monthly staff meeting **Person:** Cynthia Scroggins  
**Apr 8, 2011:** Monthly parent advisory meeting to discuss concerns and provide parent with information **Person:** Cynthia Scroggins  
**Apr 13, 2011:** Share parent information with staff at monthly staff meeting **Person:** Cynthia Scroggins  
**May 8, 2011:** Monthly parent advisory meeting to discuss concerns and provide parent with information **Person:** Cynthia Scroggins  
**May 13, 2011:** Share parent information with staff at monthly staff meeting **Person:** Cynthia Scroggins  
**Jun 30, 2011:** Collect spring data: % of parents attending these meetings **Person:** Cindy Scroggins

## Professional Development Summary

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

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

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

### Assessment Data

No professional development is needed for this strategy.

### Parent Involvement/Increased Communication

No professional development is needed for this strategy.

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

**Staff participation in LASS workshops to evaluate test scores and identify instructional strategies**

**Brief Description:** Staff will participate in LASS workshops to evaluate test scores and identify instructional strategies to address students' needs

**Intended Participants:** Teachers

**Dates:** Sep 18, 2010; Oct 30, 2010; Dec 11, 2010; Jan 22, 2011; Mar 5, 2011; Apr 16, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:**

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

## I. Focused Academic Area: Writing Across the Curriculum

No professional development is needed for this strategy.

## **U. Focused Student Group: Students who are Special Education**

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... 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

#### **We are concerned that... 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

#### **We are concerned that... Teachers need to use data to drive instructional decision making**

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

- 6th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 7th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 8th Grade -- At/above mean RIT on fall NWEA Reading

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

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

### **Required Areas of Concern**

#### **F. Encourage Rigorous Curriculum (PL221)**

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

- 6th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 7th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 8th Grade -- Pass English/LA ISTEP

- 8th Grade -- Pass Math ISTEP
- 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:**

- Assessment Data
- 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 at grade level on NWEA by the spring
- 7th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 8th Grade -- At/above mean RIT on fall NWEA Math
- 8th Grade -- At/above mean RIT on fall NWEA Reading
- 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: Students who are Special Education

## Force Field Excerpt

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

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>The public copy of our school's curriculum is located in the principal's office of the middle school.</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	<p>None</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>NWEA - MAP testing - NWEA testing (students take a computerized test to evaluate their reading, language and math levles. Learning paths are then made by the computerized system to use for the students' remediation plan. This system is also used for RTI remediation during the advisory class.) is done on the computer by each Whiting Middle School student in the fall and in the spring of each school year. Teachers and administrators use the data to guide curriculum and differentiate instrucation. Each student is given a reading level score, a language arts score and a math score. We look for improvement at each level from fall to spring. We also base remediation on these levels. MAP scores are also used to direct students in the Read Up program.</p> <p>Read UP - The read up program is an effort to direct students to read during their leisure time. The grade for Read Up is given in the literature classes. Each student is required to read two-three books per nine-week grading period. Once a student has read their book, they then take a computerized test proving they read and understood the book. This program is a system-wide program 1-12 in Whiting.</p> <p>Students' Grades</p>

## Continuous Improvement Timeline

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

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2010-2011 school year