

School Improvement Plan - 2014-2015

Generated on May 30, 2014 at 12:27 PM

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 American 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:

- American Student Achievement Institute
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Chris Duncan - Teacher
- Kim Fentress - Teacher
- Kristine Greer - School Counselor
- Jane Laurincik - Teacher
- Brian Lowry - Community Representative (Business)
- Cindy Scroggins - Administrator
- Julie Shrader - Parent/Guardian
- Pam Smith - Teacher
- Elva Sotello - Teacher
- Kevin Spitler - Administrator
- Denise Yurkanin - Parent/Guardian

Strategy Chairs

- Kim Fentress
- Pam Smith
- Kevin Spitler

Community Council

- Kelly Kompier - Parent
- Jean Lovasko - Librarian
- Tracy Lowe - parent
- Brian Lowry - Community Agency

- Megan McGee - student body point person
- Kathy Murzyn - Business Representative
- Heidi Plavec - Youth Service/Community Agency
- Cynthia Scroggins - School Leader
- Pam Smith - Community
- Cheryl Sopo - Business Owner
- Elva Sotello - Teacher
- Kevin Spitler - school leader

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 educational, physical, social, and emotional needs of students who are transitioning from childhood to adolescence. The staff at WMS is committed to creating and maintaining a safe, caring, and challenging learning 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 teaches academic standards, life skills, team work, and higher order thinking skills. We believe in setting high expectations for all students and in meeting individual students' needs through differentiation and remediation, that are linked to the College and Career Readiness Standards from the State of Indiana's Department of Education. The WMS staff is committed to using assessment data to guide the curriculum development and instructional methods. The WMS staff strives to provide highly effective, or effective, lessons to guide the students to higher level thinking and real-world application of that knowledge. Whiting Middle School strives to provide all students with the skills and knowledge needed to be successful global citizens who are able to respectfully interact with people from diverse cultures. We believe that our students deserve fair and consistent rules which are enforced equitably to hold them responsible and accountable for their behavior. Students feel respected by the staff and their peers. Parents are viewed as active partners in the educational process and are kept informed of their student's progress. We believe that students need to be recognized and praised for all of their accomplishments, both academic and non-academic. The WMS staff works together toward this shared vision for the best possible educational experience for their students. The school system's PBIS plan will assist the WMS student in becoming a life-long learner and model citizen, both in school and in the community.

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' basic needs and instills personal responsibility, including punctuality and attendance. All adults provide mentoring and career development opportunities. Junior Achievement activities will be provided for the students to support the College and Career Readiness standards grades 6-8. 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 8th grade math: 100%
- % of students who pass ISTEP 8th grade language arts: 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 - Passing Math ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	89	90	77.8	87	86	88		89		90		100

6th Grade Spring MAP testing results - at or above grade level

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	35	40	65	66	72	73		74		75		100

7th Grade - Passing Math ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	74	75	77	80	84	86		87		88		100

7th Grade - Spring MAP testing results - at or above grade level

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	51	61	72	73	78	74		75		76		100

8th Grade - Passing Math ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	68	80	92.3	93	80	82		83		85		100

8th Grade Spring MAP testing results - at or above grade level

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	37	50	61	62	68	63		64		65		100

All Students (126 days) - ISTEP Performance

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	89	75	80.4	81		85		86		87		100

Hispanic Male Students in ELL program - Passing English / LA ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	60	62	65	67		68		69		70		100

Hispanic Male Students in ELL program - Passing Math ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	85	86	84	85		86		87		88		100

Comprehensive 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.

Areas of Concern

We are concerned that... our school provide and Encourage Rigorous Curriculum specifically in math problem solving

Even though the overall passing percentages show an increase in math scores, the students still have issues with problem solving strategies as evidenced by the disaggregated data available. WMS also received a -1 penalty point for the percentage of students showing low growth in math. The data given does not show the whole picture. The disaggregated data for the applied skills shows that many students are still only receiving 0 or 1 point for the problem solving area in the applied skills. Overall, less than 30% of students received 3 points in this area of the applied skills. For these reasons, it is important to continue the focus on problem solving skills.

We are concerned that... our students maintain good Attendance

We have had an attendance rate of 96% for the past three school years.

We are concerned that... our school addresses student needs in a Focused Academic Area through math across the curriculum

We feel that this strategy should continue to support student growth in the areas of math. Even with the extra support of the science and social studies teachers focusing on math remediation during advisory, there are still too many students demonstrating low growth in the areas of math. This strategy needs to continue and perhaps expand into other subject areas.

We are concerned that... our school addresses the needs of a Focused Student Group specifically our Hispanic Male Students in ELL program

Our Hispanic subgroup of students have achieved at a higher percentage than our Caucasian student in grades 6th and 8th. However in 7th grade, the percentage of Hispanic students passing the ELA portion of ISTEP was only 64%. This may be a group to focus on. Our male students in general have also passed at a much lower percentage than females across the grade levels on the ISTEP ELA portion so the male students at WMS should be a focus group. Strategies that focus on this group and increasing their writing abilities and offering novels of high interest to male students may help.

We are concerned that... our school provide guidance to students and their parents to create/maintain a Graduation Plan

Graduation planning needs to start prior to MS (and continue throughout middle school with career research projects, shadow days, etc.) and research demonstrates that success in MS is linked with on time graduation. When students begin to struggle in MS, it is important that interventions are put in place early to address identified issues and prevent students from expulsion and/or retention during grades 6-8. Students who are retained have a 50% higher likelihood of becoming a HS dropout. Add to that our students who are academically behind, the challenge for these students to graduate on time can be daunting.

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:

Strategies

Attendance

Student attendance will be tracked daily by the attendance secretary and principal to identify students at risk of school failure due to exceeding the amount of allowable absences per semester and having truancy incidents. Students identified will be referred to the positive life skills program, in school counseling with social worker, behavior interventionist to assist with make-up work, and juvenile authorities as needed. Students' parents will be asked to attend conference with principal to discuss attendance issues and participate in plan to improve their child's attendance. Referrals to child protective services and local court system will be made by principal and school social worker as needed. Additional attention to implement the policy requiring student notes and a phone call excusing absences will be implemented. Absences will be consistently marked as unexcused should parents fail to provide a note the day following a student absence.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum

Staff will work throughout the school year on aligning the current curriculum with the College and Career Readiness Standards standards recently adopted in the state of Indiana. We will begin to implement the Indiana curriculum maps to guide our classroom instruction and long range instructional planning. Our Social Studies, Science, and Technical subjects will integrate the Indiana Literacy standards into their curriculum. Teachers will list College and Career Readiness standards covered on lesson plan template. ELA teachers in grade levels 7 and 8 will be especially focused in alignment with new standards and newly adopted writing and literature textbooks.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum - Math

The two middle school math teachers will develop common vocabulary and key strategies related to multi-step problem solving to incorporate into instruction to increase students' mastery and achievement in accurately solving multiple step problems as evidenced by increased achievement on ISTEP. We will implement a "Flexible Math" teaching strategy for our basic level math learners. Flex Math will include weekly standard based pre and post testing, re-teaching vs. enrichment based on assessment, individual student standard mastery tracking data, and an increase in formative assessment grading vs. utilizing homework as assessment grades.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Math Curriculum Consultants

The two math teachers in the middle school will be curriculum consultants in the area of math for the middle school staff providing information, support, and materials for math remediation in advisory. The 7-8th grade social studies teacher, the 7-8th grade science teacher, the 6th grade science teacher, and the 6th grade social studies teacher will supplement this focus on math in their classrooms through the use of graphs, charts, formulas, computation, percents, and probability. This strategy will be implemented during the entire school year.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group

Using the 2013/2014 discipline data, we will identify 6th, 7th and 8th grade male students that had at least one out of school suspension during the 2013/2014 school year. These students will be referred to the Positive Life Skills program and each assigned a teacher mentor to meet with weekly. Students will be placed in the smaller behavior interventionist advisory and participate in the twice monthly lunch group with the social worker. Students will also receive monthly services from school social worker. Classroom teachers will focus upon these male students with extended needs in the areas of improving grades, getting missing work done, and positive attitude during Thursday tutoring sessions.

Impact Level: Low Impact

Focus: Specific

Graduation Plan

All students in the 6th, 7th, and 8th grades at WMS will create or update the Indiana Graduation Plan annually. Students will complete the Graduation Promise statement (intent to graduate from high school) contained in their permanent file. Students will complete the Graduation Promise in the file which states that the student promises the following: I understand that education is key to my future and therefore commit to graduate from high school. I will also take the time to plan and prepare for life after high school by: being a responsible citizen and making good decisions, going to school and actively participating in my learning, studying hard and turning in my homework, good attendance, pushing myself to complete Core 40 and considering going beyond it to complete an advanced diploma like Core 40 with Academic Honors or Core 40 with Technical Honors, exploring different careers and learning how college includes many options; two- and four-year degrees, certificates, apprenticeship programs and the military, and by asking for help when I need it. Student will sign this pledge and so will their parents. The parent and child together, choose among the three choices: Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors as their ultimate goal upon completion of high school. Eighth grade students will experience career readiness experiences which will get them thinking about their future careers and how choosing the correct high school classes can help in achieving their career goals.

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.

Encourage Rigorous Curriculum

number of teachers making the shift to Common Core Standards

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		100	

Number of staff effectively using common core standards, curriculum maps, and correctly identifying the common core standards taught on the lesson plans

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		100	

To-Do List

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

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

Attendance

Aug 25, 2014: Analyze attendance trends of previous students in 7th and 8th students to set attendance expectations immediately. Confer with Nathan Hale attendance officer on the attendance of the 6th graders. **Person:** Kevin Spitler
Sep 8, 2014: Schedule meetings with parents where attendance concerns exist. **Person:** Kevin Spitler
Sep 22, 2014: Refer students with attendance issues to Positive Life Skills program. **Person:** Kevin Spitler
Sep 28, 2014: Lack of parent effort, parent contact where multiple absence are occurring. **Person:** Kevin Spitler
Oct 25, 2014: Refer students with truancy issues to Lake County truancy court. **Person:** Kevin Spitler
Oct 27, 2014: Refer students with attendance issues to Positive Life Skills program. **Person:** Kevin Spitler
Nov 24, 2014: Refer students with attendance issues to Positive Life Skills program. **Person:** Kevin Spitler
Nov 30, 2014: Lack of parent effort, parent contact where multiple absence are occurring. **Person:** Kevin Spitler
Dec 22, 2014: Refer students with attendance issues to Positive Life Skills program. **Person:** Kevin Spitler
Jan 12, 2015: Send letters to parents in 6th, 7th and 8th grade levels alerting them of possible lost of credits. **Person:** Kevin Spitler
Jan 26, 2015: Refer students with attendance issues to Positive Life Skills program. **Person:** Kevin Spitler
Feb 1, 2015: Lack of parent effort, parent contact where multiple absence are occurring. **Person:** Kevin Spitler
Feb 23, 2015: Refer students with attendance issues to Positive Life Skills program. **Person:** Kevin Spitler
Mar 23, 2015: Refer students with attendance issues to Positive Life Skills program. **Person:** Kevin Spitler
Apr 5, 2015: Lack of parent effort, parent contact where multiple absence are occurring. **Person:** Kevin Spitler
May 4, 2015: Collect data to show if students' improved in the area of attendance from 2013-2014 school year to 2014-2015 school year. **Person:** Kevin Spitler

Encourage Rigorous Curriculum

Aug 11, 2014: Grade level teams will meet during collaboration monthly to discuss this shift. **Person:** all teaching staff
Aug 11, 2014: Seminars and conferences made available to teachers for alignment of College and Career Readiness by the service center will be attended as principal sees fit. **Person:** Kevin Spitler
Aug 11, 2014: Teachers will align classroom instructions each quarter with Indiana College and Career Readiness Standards. **Person:** All teaching staff
Aug 11, 2014: Updated Indiana College and Career Readiness standards will be given to the teachers at the first staff meeting. **Person:** Kevin Spitler
Oct 13, 2014: Seminars and conferences made available to teachers for alignment of College and Career Readiness by the service center will be attended as principal sees fit. **Person:** Kevin Spitler
Oct 13, 2014: Teachers will align classroom instructions each quarter with Indiana College and Career Readiness Standards. **Person:** All teaching staff
Nov 30, 2014: Collect fall data: Number of staff effectively using common core standards, curriculum maps, and correctly identifying the common core standards taught on the lesson plans **Person:** Kevin Spitler
Nov 30, 2014: Collect fall data: number of teachers making the shift to Common Core Standards **Person:** Kevin Spitler
Dec 15, 2014: Seminars and conferences made available to teachers for alignment of College and Career Readiness by the service center will be attended as principal sees fit. **Person:** Kevin Spitler
Dec 15, 2014: Teachers will align classroom instructions each quarter with Indiana College and Career Readiness Standards. **Person:** All teaching staff
Feb 16, 2015: Seminars and conferences made available to teachers for alignment of College and Career Readiness by the service center will be attended as principal sees fit. **Person:** Kevin Spitler
Feb 16, 2015: Teachers will align classroom instructions each quarter with Indiana College and Career Readiness Standards. **Person:** All teaching staff
Apr 20, 2015: Seminars and conferences made available to teachers for alignment of College and Career Readiness by the service center will be attended as principal sees fit. **Person:** Kevin Spitler

Apr 20, 2015: Teachers will align classroom instructions each quarter with Indiana College and Career Readiness Standards.

Person: All teaching staff

Jun 30, 2015: Collect spring data: Number of staff effectively using common core standards, curriculum maps, and correctly identifying the common core standards taught on the lesson plans **Person:** Kevin Spittler

Jun 30, 2015: Collect spring data: number of teachers making the shift to Common Core Standards **Person:** Kevin Spittler

Encourage Rigorous Curriculum - Math

Aug 3, 2014: Continue word-bank, updating when needed. **Person:** Kim Fentress / Trish Wilder

Aug 11, 2014: Analyze new College and Career Readiness Standards to align problem solving skills. **Person:** Kim Fentress / Trish Wilder

Aug 11, 2014: Collaboration time will be set aside for math teachers to work on this strategy. **Person:** Kevin Spittler

Aug 11, 2014: Incorporate problem solving into all areas of math 6-8. **Person:** Kim Fentress / Trish Wilder

Aug 11, 2014: Math teachers will attend professional development on **Person:** Kim Fentress / Trish Wilder

Oct 5, 2014: Continue word-bank, updating when needed. **Person:** Kim Fentress / Trish Wilder

Oct 13, 2014: Analyze new College and Career Readiness Standards to align problem solving skills. **Person:** Kim Fentress / Trish Wilder

Oct 13, 2014: Collect data for fall NWEA problem solving results 6th - 8th grade. **Person:** Kim Fentress / Trish Wilder

Oct 13, 2014: Math teachers will attend professional development on **Person:** Kim Fentress / Trish Wilder

Dec 7, 2014: Continue word-bank, updating when needed. **Person:** Kim Fentress / Trish Wilder

Dec 15, 2014: Analyze new College and Career Readiness Standards to align problem solving skills. **Person:** Kim Fentress / Trish Wilder

Dec 15, 2014: Math teachers will attend professional development on **Person:** Kim Fentress / Trish Wilder

Feb 8, 2015: Continue word-bank, updating when needed. **Person:** Kim Fentress / Trish Wilder

Feb 16, 2015: Analyze new College and Career Readiness Standards to align problem solving skills. **Person:** Kim Fentress / Trish Wilder

Feb 16, 2015: Math teachers will attend professional development on **Person:** Kim Fentress / Trish Wilder

Apr 12, 2015: Continue word-bank, updating when needed. **Person:** Kim Fentress / Trish Wilder

Apr 20, 2015: Analyze new College and Career Readiness Standards to align problem solving skills. **Person:** Kim Fentress / Trish Wilder

Apr 20, 2015: Math teachers will attend professional development on **Person:** Kim Fentress / Trish Wilder

Apr 27, 2015: Collect data throughout the school year on problem solving. NWEA results for spring for 76th - 8th grade students. **Person:** Kim Fentress / Trish Wilder

May 29, 2015: Students do better on problem solving on standardized tests. **Person:** Kim Fentress / Trish Wilder

Focused Academic Area - Math Curriculum Consultants

Aug 11, 2014: Assess data from 2013 ISTEP for 6th grade math students. **Person:** Kim Fentress / Trish Wilder

Aug 11, 2014: Assess data from 2013 ISTEP for 7th and 8th graders. **Person:** Kim Fentress

Aug 11, 2014: Assess data from 6th grade NWEA scores. **Person:** Trish Wilder

Aug 11, 2014: Attend in-service for new ideas on math remediation. **Person:** Kevin Spittler

Aug 18, 2014: Teach advisory class with lowest achieving 7th and 8th graders. **Person:** Kim Fentress

Aug 18, 2014: Teach advisory class with lowest achieving math students in 6th grade. **Person:** Trish Wilder

Sep 8, 2014: Spend collaboration time discussing math strategies being taught. **Person:** Kim Fentress

Oct 13, 2014: Attend in-service for new ideas on math remediation. **Person:** Kevin Spittler

Oct 13, 2014: Continue research and update binder for all math strategy teachers to use during advisory remediation. **Person:** Kim Fentress / Trish Wilder

Nov 3, 2014: Analyze progress through data charts of NWEA results for fall and spring- share with math advisory teachers. **Person:** Kim Fentress / Trish Wilder

Nov 3, 2014: Deliberate focus on charts, graphs, formulas, computation, percents, probability, circle graphs, compare & contrast, diagrams, data tables, scientific analysis. **Person:** all math advisory teachers

Nov 3, 2014: Teach advisory class to support math strategies. **Person:** Alex Evon

Nov 3, 2014: Teach advisory class to support math strategies. **Person:** Megan McGee

Nov 10, 2014: Spend collaboration time discussing math strategies being taught. **Person:** Kim Fentress

Dec 15, 2014: Attend in-service for new ideas on math remediation. **Person:** Kevin Spittler

Jan 5, 2015: Analyze progress through data charts of NWEA results for fall and spring- share with math advisory teachers. **Person:** Kim Fentress / Trish Wilder

Jan 12, 2015: Spend collaboration time discussing math strategies being taught. **Person:** Kim Fentress

Feb 16, 2015: Attend in-service for new ideas on math remediation. **Person:** Kevin Spittler

Mar 9, 2015: Analyze progress through data charts of NWEA results for fall and spring- share with math advisory teachers. **Person:** Kim Fentress / Trish Wilder
Mar 16, 2015: Spend collaboration time discussing math strategies being taught. **Person:** Kim Fentress
Apr 20, 2015: Attend in-service for new ideas on math remediation. **Person:** Kevin Spitzer
May 30, 2015: ISTEP scores increase for advisory students receiving this remediation. **Person:** Kevin Spitzer

Focused Student Group

Jul 30, 2014: Scheduling of identified students into Interventionist advisory. **Person:** Kevin Spitzer
Aug 16, 2014: Identification of 7th and 8th grade students at risk of expulsion, per previous year's behavior. **Person:** Kevin Spitzer
Aug 16, 2014: PBIS incentives will be given to specified students to promote improvement and good behavior. **Person:** Pam Smith / Kristy Greer/ Kevin Spitzer
Aug 18, 2014: Conferences with parents of students, when needed. **Person:** Kevin Spitzer
Aug 18, 2014: Interventionist advisory classes will be assigned to students throughout the year where needed. **Person:** Arthur Young
Aug 19, 2014: Disaggregation of 2013-2014 discipline data. **Person:** Kevin Spitzer
Sep 15, 2014: Referral of students to Positive Life Skills after-school sessions. **Person:** Kevin Spitzer
Sep 15, 2014: Teachers are assigned students to help students monitor their progress; students will confer with assigned teacher and look at Dash-board information to learn what assignments are missing and present grades. **Person:** Kevin Spitzer
Sep 19, 2014: Referral of students in need to social worker. **Person:** Kevin Spitzer
Sep 22, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Sep 29, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Oct 6, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Oct 13, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Oct 14, 2014: Teachers will attend professional development that highlights topics dealing with behavior and high interest lessons. **Person:** Kevin Spitzer
Oct 20, 2014: Conferences with parents of students, when needed. **Person:** Kevin Spitzer
Oct 20, 2014: Interventionist advisory classes will be assigned to students throughout the year where needed. **Person:** Arthur Young
Oct 20, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Oct 27, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Nov 3, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Nov 10, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Nov 17, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Nov 24, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Dec 1, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Dec 8, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Dec 15, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Dec 22, 2014: Conferences with parents of students, when needed. **Person:** Kevin Spitzer
Dec 22, 2014: Interventionist advisory classes will be assigned to students throughout the year where needed. **Person:** Arthur Young
Dec 22, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Dec 29, 2014: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer
Jan 5, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spitzer

Jan 12, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Jan 19, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Jan 26, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Feb 2, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Feb 9, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Feb 16, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Feb 23, 2015: Conferences with parents of students, when needed. **Person:** Kevin Spittle

Feb 23, 2015: Interventionist advisory classes will be assigned to students throughout the year where needed. **Person:** Arthur Young

Feb 23, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Mar 2, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Mar 9, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Mar 16, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Mar 23, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Mar 30, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Apr 6, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Apr 13, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Apr 20, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Apr 27, 2015: Conferences with parents of students, when needed. **Person:** Kevin Spittle

Apr 27, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

May 4, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

May 11, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

May 18, 2015: Fewer expelled students, fewer referrals for behavior issues **Person:** Kevin Spittle

May 18, 2015: Teachers will touch base weekly with students that have been assigned to them to keep student abreast of their progress. **Person:** Pam Smith / Kevin Spittle

Graduation Plan

Aug 18, 2014: Interest Inventory taken on Drive of Your Life website provided by DOE Indiana. **Person:** Elva Sotello

Aug 25, 2014: Career Research begins in English class for 8th grade students. **Person:** Pam Smith

Sep 2, 2014: Students use the Indiana Graduation planning websites in English class. **Person:** Pam Smith

Sep 8, 2014: Meeting with new high school counselor will take place to give an overview of what the middle school has been doing concerning career unit. **Person:** Pam Smith

Oct 20, 2014: Junior Achievement Speakers present to 8th grade students. **Person:** Pam Smith

Dec 1, 2014: Continue career-oriented activities and reading about careers in English classes. **Person:** Pam Smith

Apr 13, 2015: Shadow Days will be organized for 8th graders to shadow a 9th grade student for a better transition to high school. **Person:** Pam Smith

Apr 20, 2015: High School orientation night will be provided by WHS counselor, middle school representative from the staff will be there to support the 8th graders and their parents. **Person:** Pam Smith/Lisa Mendoza

May 11, 2015: Complete high school schedule in English class, with the assistance of the high school counselor **Person:** Pam Smith/ new high school counselor

May 18, 2015: Did the Shadow Day continue with new counselor. **Person:** Pam Smith

Professional Development Summary

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

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

Attendance

No professional development is needed for this strategy.

Encourage Rigorous Curriculum

Seminars and conferences made available to teachers for alignment of College and Career Readiness by

Brief Description: Any seminars or conferences made available to teachers to help with the conversion to the Indiana College and Career Readiness Standards will be made available to teachers, as needed.

Intended Participants: Teachers

Dates: Aug 11, 2014; Oct 13, 2014; Dec 15, 2014; Feb 16, 2015; Apr 20, 2015

Activity Purpose: Information

Activity Format: Presentation

Funding: Professional Development Grant

Does this activity occur during the school day? Yes

Encourage Rigorous Curriculum - Math

Math teachers will attend professional development on

Brief Description: Math teachers will attend professional development concerning problem solving strategies.

Intended Participants: Teachers

Dates: Aug 11, 2014; Oct 13, 2014; Dec 15, 2014; Feb 16, 2015; Apr 20, 2015

Activity Purpose: Information

Activity Format: Presentation

Funding: Professional Development Grant

Does this activity occur during the school day? Yes

Focused Academic Area - Math Curriculum Consultants

Attend in-service for new ideas on math remediation.

Brief Description: Kim Fentress and Trish Wilder will attend professional development for new materials on remediation.

Intended Participants: Teachers

Dates: Aug 11, 2014; Oct 13, 2014; Dec 15, 2014; Feb 16, 2015; Apr 20, 2015

Activity Purpose: Information

Activity Format: Presentation

Funding: Professional Development Grant

Does this activity occur during the school day? Yes

Focused Student Group

Teachers will attend professional development that highlights topics dealing with behavior and high

Brief Description: Teachers will attend a professional development offering for the service center concerning at-risk students, behavior, or high interest lessons to engage students.

Intended Participants: Teachers

Date: Oct 14, 2014

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Presentation

Funding: Professional Development Grant

Does this activity occur during the school day? Yes

Graduation Plan

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

We are concerned that... our school provide and Encourage Rigorous Curriculum specifically in math problem solving

Data Targets Influenced by This Concern:

- 6th Grade -- Passing Math ISTEP
- 7th Grade -- Passing Math ISTEP
- 8th Grade -- Passing Math ISTEP

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Encourage Rigorous Curriculum - Math
- Focused Academic Area - Math Curriculum Consultants

We are concerned that... our students maintain good Attendance

Data Targets Influenced by This Concern:

- 6th Grade Spring MAP testing results -- at or above grade level
- 7th Grade - Spring MAP testing results -- at or above grade level
- 8th Grade Spring MAP testing results -- at or above grade level
- All Students (126 days) -- ISTEP Performance
- Hispanic Male Students in ELL program -- Passing English / LA ISTEP
- Hispanic Male Students in ELL program -- Passing Math ISTEP

Strategies to Impact This Concern:

- Attendance

We are concerned that... our school addresses student needs in a Focused Academic Area through math across the curriculum

Data Targets Influenced by This Concern:

- 6th Grade -- Passing Math ISTEP
- 7th Grade -- Passing Math ISTEP
- 8th Grade -- Passing Math ISTEP
- 8th Grade Spring MAP testing results -- at or above grade level
- All Students (126 days) -- ISTEP Performance
- Hispanic Male Students in ELL program -- Passing English / LA ISTEP
- Hispanic Male Students in ELL program -- Passing Math ISTEP

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Encourage Rigorous Curriculum - Math

We are concerned that... our school addresses the needs of a Focused Student Group specifically our Hispanic Male Students in ELL program

Data Targets Influenced by This Concern:

- 6th Grade -- Passing Math ISTEP
- 7th Grade -- Passing Math ISTEP
- 8th Grade -- Passing Math ISTEP
- All Students (126 days) -- ISTEP Performance
- Hispanic Male Students in ELL program -- Passing English / LA ISTEP
- Hispanic Male Students in ELL program -- Passing Math ISTEP

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Focused Student Group

We are concerned that... our school provide guidance to students and their parents to create/maintain a Graduation Plan

Data Targets Influenced by This Concern:

- 6th Grade -- Passing Math ISTEP
- 6th Grade Spring MAP testing results -- at or above grade level
- 7th Grade -- Passing Math ISTEP
- 7th Grade - Spring MAP testing results -- at or above grade level
- 8th Grade -- Passing Math ISTEP
- 8th Grade Spring MAP testing results -- at or above grade level
- All Students (126 days) -- ISTEP Performance
- Hispanic Male Students in ELL program -- Passing English / LA ISTEP
- Hispanic Male Students in ELL program -- Passing Math ISTEP

Strategies to Impact This Concern:

- Attendance
- Encourage Rigorous Curriculum
- Graduation Plan

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	In the Whiting Middle School's office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Our attendance rate has consistently been over the state average of 95% and is supportive of learning. We are looking at adding incentives for students with good attendance through our PBIS plan.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>NWEA MAP testing is given to the students grades 6-8 twice a year. Data is used by teachers to meet the individual needs of each student. These scores are used for remediation and placement to maximize instructional time and to drive the advisory groups.</p> <p>The ACT Explore testing is given to the 8th grade students in May and these scores are used by the high school counselor/teachers for placement and knowledge of college readiness.</p>

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2016-2017 school year