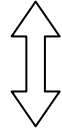


HICKMAN MILLS C-1 SCHOOL DISTRICT  
SCHOOL IMPROVEMENT PLAN

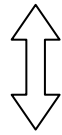


*Truman Elementary School*  
2008-2009  
DRAFT

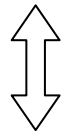
**MISSION**



**VISION**

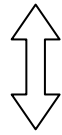


**DATA ANALYSIS**

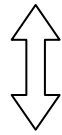


**DISTRICT-CSIP**

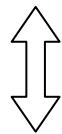
**COMPREHENSIVE SCHOOL IMPROVEMENT  
PLAN**



**SCHOOL  
IMPROVEMENT PLAN**



**PROFESSIONAL DEVELOPMENT PLAN**



# Accountability

"Greatness is not a question of implementing a new program or addressing the latest trend, but is rather a question of unrelenting perseverance in continuing improvement, a perseverance that is often lacking in school systems."

Jim Collins  
Good to Great

## District Mission Statement

The Mission of the Hickman Mills C-1 School District is to educate our students for a lifetime of success.

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# HICKMAN MILLS C-1 SCHOOL DISTRICT VISION

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**In order to accomplish the Mission of the Hickman Mills C-1 School District, the Board of Education is committed to:**

- **Educating all students to achieve high levels of academic performance while fostering positive growth in social and emotional behaviors and attitudes essential to succeed in our diverse and competitive society.**
- **Involving schools, families, businesses, and community as partners in preparing our students for lifelong learning.**
- **Securing sufficient resources to provide the best educational opportunities for students through an equitable financial plan while being cost-responsive.**
- **Hiring and developing administrative, certified, and classified personnel who recognize and foster the unique academic potential of each student.**
- **Ensuring the most efficient use of district facilities to enhance the learning environment and academic achievement for our students.**
- **Becoming well-informed on educational and community issues in order to determine the best direction for our school district.**

# HICKMAN MILLS C-1 SCHOOL DISTRICT

## School's Mission:

**Truman Elementary is dedicated to providing students with a differentiated learning environment that promotes character and student learning.**

## Vision Statement:

**Truman Elementary will be recognized for its educational and support services by providing quality and cost-effective professional development.**

**We will promote an organizational culture fostering collaboration, innovation, efficiency and leadership that embraces student learning, curriculum, instruction, and assessment.**

The **curriculum** must be integrated onto a larger school system and designed to help students meet standards.

- ✓ Adapted to diverse student populations
- ✓ Current, relevant, rigorous, and researched based
- ✓ Clearly stated expectations and outcomes
- ✓ Integrated and progressive skills/scope and sequence/pacing guides
- ✓ Focus on deepening teachers' content knowledge and pedagogical skills

**Instruction** must be systematic, direct and explicit.

- ✓ Instructional strategies that enhance student learning and best practices
- ✓ Student-centered and research based
- ✓ Standards based
- ✓

**Assessments** must be fair with varied forms, appropriate to content.

- ✓ Considerate of diverse learning styles in order to assess individual needs

- ✓ Ongoing, formative and summative evaluations
- ✓ Purposefully use consistent test language in exams and scoring guides
- ✓ Develop and administer common assessments
- ✓ Modify assessments to meet the needs of ELL and exceptional learners

The learning **environment** will provide students an equal opportunity to learn in a rigorous and positive environment.

- ✓ Fostering and caring relations between students and adults
- ✓ Implementation of challenging, engaging, and relevant learning experiences
- ✓ Providing adequate resources for teachers and students
- ✓ Encouraging collaboration among teachers, students, and administrators
- ✓ Providing a clean, safe, and orderly environment for our community of learners

Describe the primary focus of the school improvement efforts for the current school **2007-08**.

Although Truman Elementary participated in many staff development activities to increase student achievement in all areas during the 2007-2008, Reading First proved to be our primary focus.

Workshops were held to provide the following:

- Direct and Explicit Instruction
- Whole and small group Instructional strategies and learning centers
- Emphasis on the FAB 5 (PA, P, V, F, and C)

Included you will find a Snapshot of DIBELS data.

Reading, math, and science data are easily accessible through REAP and our curriculum coaches.

Truman did not make AYP and therefore, it is our goal for the 2008-2009 school year to:

- Raise the academic performance of all students to meet or exceed State Standards.
- Provide appropriate staff development both internally and externally in an effort to fulfill our mission.
- Increase communication and collaboration among district staff and principals regarding student learning and best practices
- Provide programming to meet the needs of all learners.

## **Leadership Structure:**

(Briefly describe the process used to update the school improvement plan. Include how decisions are made. List names of leadership team.

The leadership structure provides opportunities for staff to meet frequently in vertical and horizontal collaborative. The plan is founded on a sense of collegiality and collaboration. We also meet in extended learning communities to discuss how best to move the school in an educationally sound manner. We use formative and summative data to inform how best to plan for school improvement. Strengths and challenges are analyzed; actions steps are then proposed and agreed upon (practice, research, and reflection). A timeline is in place to monitor student learning. A needs assessment is also administered to determine what professional development is needed to fulfill our mission. Ms. Fowler, Mrs. Johnson, Ms. Bergstrom, Mrs. Neely, Mrs. Pruitt, Mrs. Hawkins, Ms. Cubit, and Ms. Higgins comprise the leadership team.

Describe how the plan is to be shared with all stakeholders.

Highly qualified staff and high-quality staff development are crucial to student achievement. We are driven by our mission/ vision of student learning. The current reality is that schools are data driven. We must keep stakeholders informed by hosting parents meetings to discuss MAP data, formative/ summative data (district common assessments, RenLearn, theme tests, unit exams; etc) and anecdotal records. In addition to parent meetings, information will be shared in newsletters, press releases and on the website. Data will be posted in the building for visitors to view.

## **Summary of School Objectives for 2008-09**

1. 80% of **K**, 70% of **1<sup>st</sup>**, 70% of **2<sup>nd</sup>**, 70% of **3<sup>rd</sup>**, 70% of **4<sup>th</sup>** and 70% of **5<sup>th</sup>** grade students will read at or above grade level by May 2009 as measured by D.I.B.E.L.S. and SRI.
2. 100% of K-5 students will achieve at 80% or better in math skills and concepts as measured by District unit assessments.
3. 100% of K-5 students will achieve at 75% or better in science process skills as measured by District unit assessments.
4. 100% of K-5 students will engage in Information Literacy and Technology (Smart board, computers, clickers, and library activities).

# HICKMAN MILLS C-1 SCHOOL DISTRICT

2008-09

**Goal: To improve student achievement in the area of reading.**

Supports CSIP Goal: Improve student learning and growth - Objectives: 4, 5, 6, 13, & 14

Goal: (SMART = Specific, measurable, attainable, results oriented and time bound)

By May 2009, 80% of **K**, 70% of **1<sup>st</sup>**, 70% of **2<sup>nd</sup>**, 70% of **3<sup>rd</sup>**, 70% of **4<sup>th</sup>** and 70% of **5<sup>th</sup>** grade students will read at or above grade level by May 2009 as measured by D.I.B.E.L.S. and SRI.

Baseline Data: Currently, 83% of K, 53% of 1<sup>st</sup>, 57% of 2<sup>nd</sup>, 47% of 3<sup>rd</sup>, 52% of 4<sup>th</sup>, and 50% of 5<sup>th</sup> grade students are reading at grade level.

Strategy/Action Step	Timeline	MSIP Standard	Person Responsible	Cost/ Resources	Professional Development
Continue effective implementation of Reading First. <ul style="list-style-type: none"> <li>• All instructors will implement the FAB 5 of Reading 1<sup>st</sup></li> <li>• RF teachers will develop and monitor literacy centers relating to the FAB 5</li> <li>• Adhere to the 90 minutes of uninterrupted reading and use HM with fidelity.</li> </ul>	August - May	6.1,2, & 3	Fowler, Johnson, & PLC/LEAD Team	Grant	Coaches, RPDC, Building PD, PDN
Continue to implement effective comprehension instructional strategies (K-5) <ul style="list-style-type: none"> <li>• Direct and Explicit Instruction</li> <li>• Mental Images</li> <li>• Monitoring Meaning</li> <li>• Asking Questions</li> <li>• Schema</li> <li>• Synthesis</li> <li>• Written Response to Literature</li> <li>• Artistic Response</li> <li>• Oral Response</li> <li>• Dramatic response</li> </ul>	August-May	6.1,2, & 3	Fowler, Johnson, & PLC/LEAD Team		Coaches, RPDC, Building PD, PDN

<p>Continue to involve Parents in the learning process</p> <ul style="list-style-type: none"> <li>• Parent meetings once a quarter to discuss the MSIP Process, Show Me Standards, District Curriculum and Pacing Guides MAP/Terra Nova Data and D.O.K.</li> <li>• Monthly newsletter to highlight reading strategies to use at home</li> <li>• Building level activities to include 2 scheduled Book Fairs (October and March)</li> <li>• Monthly Technology Nights</li> </ul>	<p>August-May</p>	<p>7.5</p>	<p>Fowler, Johnson, Bergstrom &amp; PLC/LEAD Team</p>		<p>Coaches, RPDC, Building PD, PDN</p>
<p>Teachers will receive training on the effective use and facilitation of technology (smart board, chalkboard, clickers, and United Streaming).</p> <ul style="list-style-type: none"> <li>• Implement components of information technology</li> <li>• Monitor and up school's Web page to include resources, strategies and edu-links</li> </ul>	<p>August-May</p>	<p>6.4</p>	<p>Web Master, Fowler, Johnson, &amp; PLC/LEAD Team</p>		<p>Coaches, RPDC, Building PD, PDN</p>

# HICKMAN MILLS C-1 SCHOOL DISTRICT

2008-09

## Goal: To improve student achievement in the area of mathematics.

Supports CSIP Goal: Improve student learning and growth Objective: I Objective 1, 3 Goal V Objective 1

Goal: (SMART = Specific, measurable, attainable, results oriented and time bound)

By May 2009, 70% of K-5 students will achieve at 75% or better in math skills and concepts as measures by district unit assessments. Teachers will also use PLATO, Fast Math, and Study Island to monitor student learning.

Baseline Data: Data from the 2008-2009 will be used to determine growth.

Strategy/Action Step	Timeline	MSIP Standard	Person Responsible	Cost/ Resources	Professional Development
Analyze data from formal and informal assessments to inform and differentiate instruction. Continue to : <ul style="list-style-type: none"> <li>• Implement Marzano's research based instructional strategies</li> <li>• Use district assessments to measure student achievement and inform instruction</li> <li>• Use data to determine flex groups</li> <li>• Implement problem solving strategies using math Investigations and Scott Foresman</li> </ul>	August - May	6.1,2, & 3	Fowler, Johnson, & PLC/LEAD Team		Coaches, RPDC, Building PD, PDN
Continue to involve Parents in the learning process <ul style="list-style-type: none"> <li>• Parent meetings once a quarter to discuss the MSIP Process, Show Me Standards, District Curriculum and Pacing Guides MAP/Terra Nova Data and D.O.K.</li> <li>• Monthly newsletter to highlight math strategies to use at home</li> </ul>	August-May	7.5	Fowler, Johnson, & PLC/LEAD Team		Coaches, RPDC, Building PD, PDN
Teachers will receive training on the effective use and facilitation of technology (smart board, chalkboard, clickers, and United Streaming). <ul style="list-style-type: none"> <li>• Implement components of information technology</li> <li>• Monitor and up school's Web page to include resources, strategies and edu-links</li> </ul>	August-May	6.4	Web Master, Fowler, Johnson, & PLC/LEAD Team		Coaches, RPDC, Building PD, PDN

# HICKMAN MILLS C-1 SCHOOL DISTRICT

2008-09

## Goal: To improve student achievement in the area of science.

Supports CSIP Goal: Improve student learning and growth Goal: I Objective 1, 3 Goal V Objective 1

Goal: (SMART = Specific, measurable, attainable, results oriented and time bound)

By May 2009, 70% of K-5 students will achieve at 75% or better in science process skills as measured by District unit assessments.

Baseline Data: Data from the 2008-2009 will be used to determine growth.

Strategy/Action Step	Timeline	MSIP Standard	Person Responsible	Cost/ Resources	Professional Development
Implement science process skills with the assistance of District Coaches. <ul style="list-style-type: none"> <li>Use District common assessments to assess students' mastery of science process skills.</li> </ul>	August-May	6.1,2, & 3	Fowler, Johnson, & PLC/LEAD Team		Coaches, RPDC, Building PD, PDN
Continue to involve Parents in the learning process <ul style="list-style-type: none"> <li>Parent meetings once a quarter to discuss the MSIP Process, Show Me Standards, District Curriculum and Pacing Guides MAP/Terra Nova Data and D.O.K.</li> <li>Monthly newsletter to highlight math strategies to use at home</li> </ul>	August-May	7.5	Fowler, Johnson, & PLC/LEAD Team		Coaches, RPDC, Building PD, PDN
Teachers will receive training on the effective use and facilitation of technology (smart board, chalkboard, clickers, and United Streaming). <ul style="list-style-type: none"> <li>Implement components of information technology</li> <li>Monitor and up school's Web page to include resources, strategies and edu-links</li> </ul>	August-May	6.4	Web Master, Fowler, Johnson, & PLC/LEAD Team		Coaches, RPDC, Building PD, PDN

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Overview</b>	<ul style="list-style-type: none"> <li>* The school's vision statement focuses directly on student performance.</li> <li>* The entire plan focuses directly on student performance.</li> <li>* The objectives of the plan are measurable.</li> <li>* The plan includes improvement strategies.</li> <li>* All the strategies will accomplish the objectives.</li> </ul>	<ul style="list-style-type: none"> <li>* The plan includes some improvement strategies.</li> <li>* The school's vision statement addresses student performance.</li> <li>* The plan primarily focused on student performance.</li> <li>* The objectives of the plan are measurable.</li> <li>* Many of the strategies will accomplish the objective.</li> </ul>	<ul style="list-style-type: none"> <li>* The plan includes a few improvement strategies.</li> <li>* The school's vision statement mentions student performance.</li> <li>* The plan focuses on student performance to some degree.</li> <li>* Some of the objectives of the plan are measurable.</li> <li>* Some of the strategies will accomplish the objective.</li> </ul>	<ul style="list-style-type: none"> <li>* The plan includes only maintenance strategies.</li> <li>* The school's mission statement addresses issues other than student performance.</li> <li>* The plan focuses on issues other than student performance.</li> <li>* Few if any of the objectives are measurable.</li> <li>* None of the strategies will accomplish the objective.</li> </ul>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>* All stakeholders (teachers, support staff, parents, community members, central office personnel and students) have an opportunity for input.</li> <li>* The plan strongly reflects the school community's needs.</li> <li>* Communication with stakeholders is ongoing during the plan's development/ implementation.</li> <li>* The PDC rep. is linked to the planning team.</li> </ul>	<ul style="list-style-type: none"> <li>* Most stakeholders have an opportunity for input.</li> <li>* The plan reflects the school community's needs.</li> <li>* Communication with all stakeholders was intermittent during the plan's development.</li> <li>* Most of the time the PDC rep. is linked to the planning team</li> </ul>	<ul style="list-style-type: none"> <li>* Several stakeholders have an opportunity for input.</li> <li>* The plan reflects the school community's needs to some degree.</li> <li>* Communication with all stakeholders was sporadic during the plan's development.</li> <li>* The PDC rep. is linked to the planning team to some degree.</li> </ul>	<ul style="list-style-type: none"> <li>* Few stakeholders have an opportunity for input.</li> <li>* The plan does not reflect the school community's needs.</li> <li>* Communication with all stakeholders was nonexistent during the plan's development.</li> <li>* The PDC rep. is not linked to the planning team.</li> </ul>
<b>Data and Research</b>	<ul style="list-style-type: none"> <li>* The team correctly used appropriate hard and soft data to assess the school.</li> <li>* The team consistently used quality research to assist its members in making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>* The team used hard and soft data to assess the school.</li> <li>* The team used quality research to assist its members in making some decisions.</li> </ul>	<ul style="list-style-type: none"> <li>* The team used soft data to assess the school.</li> <li>* The team used quality research to assist its members in making a few of the decisions.</li> </ul>	<ul style="list-style-type: none"> <li>* The team used no data to assess the school.</li> <li>* The team used poor quality research to assist its members in making decisions.</li> </ul>
<b>Action Plans</b>	<ul style="list-style-type: none"> <li>* All of the action plans are realistic (do-able) and reflect continuous improvement.</li> <li>* All action plans will directly impact student performance.</li> <li>* The action plans are evaluated on an on-going basis.</li> </ul>	<ul style="list-style-type: none"> <li>* Most of the action plans are realistic (do-able).</li> <li>* Most of the plans will impact student performance.</li> <li>* The action plans are evaluated intermittently.</li> </ul>	<ul style="list-style-type: none"> <li>* Some of the actions plans are realistic (do-able).</li> <li>* Some action plans will impact student performance.</li> <li>* The action plans are rarely evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>* Few, if any, of the action plans are realistic (do-able).</li> <li>* The action plans will not impact student performance.</li> <li>* The action plans are evaluated.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>* Professional development is on-going, job-embedded, and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>* Professional development is on-going but not job-embedded and not evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>* Professional development is not on-going, not job-embedded and not evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>* There is no Professional Development plan.</li> </ul>
<b>Alignment</b>	<ul style="list-style-type: none"> <li>* The plan aligns with district and building budgetary constraints.</li> <li>* The plan aligns with the district CSIP.</li> <li>* Planned staff development is aligned with Guidelines for Best Practices in Staff Development.</li> <li>* Technology is infused in the plan.</li> <li>* Parent involvement is infused in the plan.</li> </ul>	<ul style="list-style-type: none"> <li>* The plan partially aligns with district and building budgetary constraints.</li> <li>* Most of the plan aligns with the district CSIP.</li> <li>* Planned staff development is partially aligned with Guidelines for Best Practices in Staff Development.</li> <li>* Some technology is infused in the plan.</li> <li>* Parent involvement is a separate part of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>* The plan partially aligns with district and building budgetary constraints.</li> <li>* Some of the plan aligns with the district CSIP.</li> <li>* Plan staff development is aligned to some degree with Guidelines for Best Practices in Staff Development.</li> <li>* Technology is a separate part of plan.</li> <li>* Parent involvement is only a maintenance issue.</li> </ul>	<ul style="list-style-type: none"> <li>* The plan is incongruent with district and building budgetary constraints.</li> <li>* The plan is not aligned with the district CSIP.</li> <li>* Planned staff development is not aligned Guidelines for Best Practices in Staff Development.</li> <li>* No technology is listed in the plan.</li> <li>* No parent involvement is part of plan.</li> </ul>

## Data Availability Chart

School Goals	Evidence We Have	Evidence We Need
<p style="text-align: center;">Improve students' academic achievement in reading</p>	<ul style="list-style-type: none"> <li>▪ DIBELS</li> <li>▪ STAR Reading</li> <li>▪ MAP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved reading scores on formal and informal assessments</li> <li>▪ HM Theme Tests</li> <li>▪ Reading Inventories and running records</li> <li>▪ Continued observation of RF</li> <li>▪ Improved MAP scores</li> </ul>
<p style="text-align: center;">Improve students' academic achievement in math</p>	<ul style="list-style-type: none"> <li>▪ District Common Assessments</li> <li>▪ RenLearn</li> <li>▪ GLE's</li> <li>▪ Pacing Guides</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observations of direct and explicit instruction</li> <li>▪ Improved scores on common assessments</li> <li>▪ Improved MAP scores</li> </ul>
<p style="text-align: center;">Improve students' academic achievement in science</p>	<ul style="list-style-type: none"> <li>▪ Continue to implement District approved science curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observations of direct and explicit instruction</li> <li>▪ Improved scores on common assessments</li> <li>▪ Improved MAP scores</li> </ul>
<p style="text-align: center;">Improve students' information literacy skills and Teachers' technological skills</p>	<ul style="list-style-type: none"> <li>▪ State &amp; District mandates</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology projects and presentations</li> <li>▪ Display of student work</li> <li>▪ Research projects</li> <li>▪ Observations of direct and explicit instruction</li> </ul>

Data-Related Topics to Discuss....

# Professional Development Plan 2008-09

## Big Ideas to be developed

1. Reading First (Fabulous Five)
2. Direct, explicit instruction in core content areas
3. Differentiated instruction in core content areas. Develop teaching strategies to support improved instruction (Marzano).
4. Needs and data driven instruction
5. Technology and information literacy in classrooms

## Calendar of Events 2008-09

<b>Date</b>	<b>PD Activity and Design</b>	<b>Facilitator/Resource Person(s)</b>	<b>Participants</b>	<b>Evaluation</b>
August 20	Grade & Department Level Collaboration	Grade Level Chairs & Technology Department	All Staff	Documents on File
August 27	Grade & Department Level Collaboration	Grade Level & Department Chairs	All Staff	Documents on File
Sept. 3	Whole Group Collaboration & Needs Assessment	S. Fowler	All Staff	Documents on File
Sept. 10	Technology C&I/Lesson Plans	Neely & Fowler	All Staff	Stars & Wishes
Sept. 17	Collaboration Instructional Strategies and Delivery Methods	Bergstrom	All Staff	Ticket-Out
Sept. 24	Grade & Department Level Collaboration Math, Science & Reading	Grade Level & Department Chairs	Collaboration Teams	Ticket-Out
Oct. 1	Instructional Strategies & Delivery Methods	Hawkins	All Staff	Ticket-Out

Oct. 8	Whole Group & Extended Learning Communities DATA Analysis D.O.K./MSIP	Fowler	All Staff	Ticket-Out
Oct. 15	Technology Utilize computers for Data Analysis	Technology Department	All Staff	Ticket-Out
Oct. 22	Instructional Strategies & Delivery Methods/RTI	Cubit	All Staff	Ticket-Out
Nov. 5	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
Nov. 12	Technology Computer Based Learning/Infinite Campus/Parent Portal	Technology Team	All Staff	Ticket-Out
Nov. 19	Whole Group Instructional Strategies & Delivery Methods	Fowler PLC/LEAD Team	All Staff	Ticket-Out
Dec. 3	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
Dec. 10	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
Dec. 17	Technology Clickers/Infinite Campus/Parent Portal	Technology Team	All Staff	Ticket-Out
Jan. 7	Whole Group Collaboration DATA Analysis	Fowler, Grade Level Chairs/ PLC	All Staff	Ticket-Out
Jan. 14	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans

Jan. 21	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
Jan. 28	Technology Computer Based Learning	Technology Team	All Staff	Ticket-Out
Feb. 4	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
Feb. 11	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
Feb. 18	Whole Group Collaboration Terra Nova/MAP/MSIP	Fowler, PLC/LEAD Team	All Staff	Ticket-Out
Feb. 25	Technology Smart Board	Technology Team	All Staff	Ticket-Out
Mar. 4	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
Mar. 11	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
Mar. 25	Whole Group Collaboration Terra Nova/MAP/MSIP	Fowler, PLC/LEAD Team	All Staff	Ticket-Out
Apr. 1	Technology Computer Based Learning	Technology Team	All Staff	Ticket-Out
Apr. 8	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans

Apr. 15	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
Apr. 22	Whole Group Collaboration DATA Analysis	Fowler. PLC/LEAD Team	All Staff	Ticket-Out
Apr. 29	Technology Infinite Campus	Technology Team	All Staff	Ticket-Out
May 6	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
May 13	Grade Level Planning Lesson Design Math, Science & Reading	Grade Levels & Departments	Collaboration Teams	Ticket-Out Lesson Plans
May 20	Whole Group End of the Year Collaboration	All Staff	All Staff	Ticket-Out

### **Results of PD efforts (Data included)**

**The needs assessment survey is attached.**

A needs assessment survey was developed based on the identification of student learning gaps and staff instructional needs. The results of the survey (critical needs) provided a foundation for this Professional Development Plan. Student learning will ultimately improve by increasing teacher effectiveness and embedding instructional practices into the daily activities occurring in the classroom. Classroom management will be addressed in faculty and grade level meetings. Staff members are strongly encouraged to participate in the Fred Jones and Harry Wong Workshops.