Running head: Action Plan

Action Plan with Supervision and Evaluation Added

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Developing, Supervising and Evaluating Staff

EDU 580

January 20, 2010

**ACTION PLAN ADVANCING PROGRESS ON SCHOOL IMPROVEMENT PLAN GOALS FOR ST. MARY’S SCHOOL, WEST BEND, WISCONSIN**

**School Improvement Goals:** St. Mary’s students will improve their ability to solve problems in math.

**Targeted SIP Goal Addressed by this Action Plan:** By the end of the 2011-2012 school year, St. Mary’s students’ scores on the math computation area of the Iowa Basic Test of Skills (IBTS) will increase by a total of 18%; 6% in 2009-2010, 6% in 2010-11 and 6% in 2011-12.

**Action Plan:** See below

**Timeline: Start date:**  August 31, 2009 **End Date:** June 14, 2012

**Targeted Population**: St. Mary’s Students in Grades K4-8

Testing Target, St. Mary’s Students in Grades 3, 5, 7 and 8

**Plan Manager:** Gail Kraig, Principal

**Description**

**Year 1: 2009-2010**

**Targeted Goals-Year 1:**

* + - 1. St. Mary’s students’ scores on the math computation area of the Iowa Test of Basic Skills (taken March, 2010) will increase a total of 6%
      2. St. Mary’s School faculty will discuss and review the results of the 2009 Iowa Basic Test of Skills after principal has attended data retreat.
      3. Teachers will set SMART goals
      4. St. Mary’s School faculty will review Archdiocesan mathematics curriculum in relation to St. Mary’s school students and faculty after receiving professional development in the area of curricular review.
      5. St. Mary’s School faculty will receive professional development in the area of best instructional practices in math, and will implement these practices with students, including the use of alternative sources of instruction besides the text book, such as Math A to Z and other online and Smart Notebook programs.
      6. St. Mary’s teachers will receive professional development in the area of use of current technology to enhance twenty-first century learning.
      7. St. Mary’s faculty will receive professional development in the area of differentiated instruction and the nature and nurture of learning, especially in the area of mathematics and will implement these practices with students.
      8. St. Mary’s faculty will receive professional development in assessing student achievement in math computation
      9. St. Mary’s School faculty will fully review and implement archdiocesan curriculum in math, the use of best practices in math and assessment of student achievement.
      10. St. Mary’s School will move to a structure of multi-age classrooms.
      11. St. Mary’s School faculty will receive professional development in best practices for teaching multi-age classes and implementing these practices in the classroom.
      12. St. Mary’s School faculty will receive professional development in the area of new strategies for supervision and evaluation.
      13. St. Mary’s School will purchase licensing rights to Standards Score (Webgrader) from Collaborative Learning, Inc. and will provide professional development for faculty and support staff and learning opportunities for parents/guardians/students in the use of the program.
      14. Teachers will align all assignments and assessments electronically to the Wisconsin State Standards through Standards Score and through personal hard copy mapping.
      15. Creation of a new state-of-the-art computer lab with new computers, lecture seating capabilities, and a Smart Board. All computers will be cloned with Microsoft Office Professional 2007, virus protection and internet protection, plus many other programs to engage students and safely integrate technology in the curriculum.

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| **Action Steps** | **Resources** | **Evaluating Data** | **Responsibilities** | **Timeline** | **Results report** |
| Review 2009 Iowa Test of Basic Skills scores in faculty teams | Iowa Test of Basic Skills Scores | Iowa Test of Basic Skills | Faculty  Principal | August, 2009 | Completed review after receiving ECRA  data |
| Teachers set goals for the year based on instructional practices and student achievement | SMART Goals | Reflection with principal | Principal  Faculty | August, 2009 | Completed and reviewed |
| Ease the Mind Activity from *Leading with the Brain in Mind* by Dickmann and Stanford-Blair entitled “Member Checks,” page 84 will be used to accommodate the emotional influences at work with the group prior to the professional development session.  Begin the process of identifying gaps in math curriculum that might contribute to low math computation scores on the Iowa Test of Basic Skills and then  provide staff development for reviewing and renewing math curriculum, instruction and assessment to ensure that we are in line with archdiocesan curriculum and state standards for mathematics. Faculty will begin to map curriculum through personal hard copy and Standards Score.  Obtain and analyze school wide attendance, discipline and achievement data | *Leading with the Brain in Mind* by Dickmann and Stanford-Blair  A curriculum expert will be hired to facilitate curricular review of math looking for alignment with the Archdiocesan curriculum and state standards in order to identify gaps  Funding for presenter/grants  Standards Score  Personal hard copy mapping20,5 | Observations of Group  Test of Iowa Basic Skills results for mathematics for 2009, ECRA Data Retreat 9/09  Teacher interviews completed 5/09  Results of student math satisfaction survey completed 5/09  Archdiocesan Math Curriculum which is aligned with the state and national standards and how it is aligned with St. Mary’s school curricular, including instructional practices and assessments  Research and obtain data for the following; make available to faculty and discuss:   1. Attendance and tardiness 2. Discipline referrals 3. Percentage of failing grades 4. Percentage of students on honor roll 5. Percentage of students in extra-curricular activities 6. Number and percent retained 7. Number and percent in remediation/   summer school   1. Number and percent suspended | Principal will prepare and facilitate activity  Faculty/Staff  Principal will select facilitator, Susan Nygaard, to drive professional development  and provide information necessary regarding alignment with Archdiocesan curriculum and to look specifically at St. Mary’s test scores  Facilitator will provide staff development  Principal and secretary will research and obtain data for number 6:a-h | Immediately prior to the start of the 2009-2010 school year; used at every faculty/staff meeting and professional development opportunity during the summer and beyond  August-September, 2009 and ongoing | Interviews with staff indicate that this has become a significant part of coping with change and enhancing good communication between principal, staff and in their communication with other staff  ECRA executive summary prepared by principal presented to faculty (see Appendix F)  Data gathering and analysis completed and communicated at faculty inservice  Ongoing work continues |
| Licensing for Standards Score Online Grading and Mapping Program | Collaborative  Learning | Effective mapping | Principal  Mary Stremlau | July, 2009 | Standards Score purchased and up and running |
| Professional development for Standards Score usage | Archdiocese  Jenny Trimberger, instructor | Effective use of program | Principal  Faculty  Jenny Trimberger | July, 2009 and ongoing | Professional development completed and ongoing training available |

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| A multi-age classroom structure will be created for grades K4-8, with departmentalization at the grade 5-8 level. | Archdiocese of Milwaukee  Literature review on multi-age classrooms  School Committee  Pastor  Finance Chair | Budget and Enrollment Data  HR Guidelines for reduction in force of teachers | Principal  Faculty  Pastor  School Committee  Human Resources Department, Archdiocese of Milwaukee | June-August, 2009 | Multi-Age classrooms completed;  Departmentaliza-  tion completed |
| State of the Art Computer Lab | Funding | 21st Century Learning | Principal  J.L. Business Solutions  JTG Computers  James Paloff, Nuix  Mary Stremlau  Building and Grounds Crew | June-September, 2009 | State of the Art Computer Lab with new furniture, computers, Smart Board, lecture seating, 2007 Microsoft Office Pro, Symantec, Nanny protection and other ancillary programs completed and up and running |
| Purchase of Smart Boards for Classrooms/Technolo-  gy Lab and installation of boards in every classroom and computer lab | Funding/Grants | Smart Board information  Evaluations of other archdiocesan and public schools with Smart Boards  Infocorp | Principal  Tech Team  Faculty  Buildings and Grounds Crew | June-August, 2009 | Smart Boards adequately installed and working; teachers complying with plan for use of boards on a daily basis |
| Provide staff development for effective Smart Board  Educational strategies- focus in math | Facilitator  Funding/Grants | Smart Board information/Observations of group | Principal  Tech Team,  Mary Stremlau, Instructor  Bob Majchiewski  Infocorp Instructor | July-August, 2009 | “Smart Shots” Saturday professional development sessions given by Mary Stremlau, Associate Director of Technology for Meqon-Thienville  Schools are onoing and well-received as evidenced by teacher evaluations of program.  Infocorp presentation on general board use well-received by faculty  Faculty carrying out extensive peer mentoring on boards; ongoing |
| Implement effective Smart Board Strategies at all grade levels, focus in math | Facilitator | Smart Board educational strategies/Evaluation and observation by principal | Faculty/Principal | September/October, 2009; informal observations of faculty (ongoing)  Daily walk-thrus to ensure use of Smart Boards September, 2009 and ongoing  November/  December, 2009  formal observations of faculty with subsequent evaluations  All formal evaluations will include Smart Board presentations | Teachers implementing Smart Board instructional strategies in classrooms; ongoing sharing of ideas and strategies  Students actively engaged in using Smart Boards |
| Continue to provide staff development in instructional best practices in math focusing on the areas of:  Smart Board strategies  Use of manipulative materials  Cooperative group work  Discussion of mathematics Questioning and making conjectures  Justification of thinking  Writing about mathematics  Problem-solving approach to instruction  Content integration  Use of calculators and computers  Being a facilitator of learning  Assessing learning as an integral part of instruction—balanced assessment-formative and summative  Professional development on use of student portfolios | Funding for presenter/grants  Best practices  Funding for math tools such as internet resources, Smart Notebook resources, Smart Board resources, manipulatives,  calculators, computer math programs, math games, daily drills and review, etc.  Funding for Smart Board software | Best practices data  Literature reviews  Observations of group  Summative and formative assessment information | Principal  Faculty  Archdiocese of Milwaukee  GMEC  Mary Stremlau  Jenny Trimberger  Woodlands School | August, 2009 to February, 2010, and ongoing | Teachers currently loading grades and producing progress reports, web notes and report cards electronically  Professional development in all areas continues through local, district, archdiocese and GMCEC opportunities |
| Purchase Rigor and Relevance Framework Materials (Daggett and McNulty) and begin teacher led professional development in-house | Rigor and Relevance Series | Effective instructional and assessment strategies  in math  Review and renewal of curriculum | Principal  Faculty | October-May, 2009/2010 and ongoing |  |
| Administer Iowa Test of Basic Skills | Iowa Test of Basic Skills and Answer Sheets | Iowa Basic Tests Scores and Answer Sheets | Principal  Faculty | March, 2010 |  |
| Review 2009 Iowa Test of Basic Skills scores in faculty teams | Iowa Test of Basic Skills Scores | Iowa Test of Basic Skills | Faculty  Principal | May/August, 2010 | Completed review after receiving ECRA  data |
| Excite the Mind Activity from *Leading with the Brain in Mind* by Dickmann and Stanford-Blair entitled “Brainstorming,” page 146, will be used to generate pool of ideas to compile list of best practices data after professional development with GMEC | *Leading with the Brain in Mind* by Dickmann and Stanford-Blair | Observations of Group | Principal  Faculty  Tech Team | Immediately after GMCEC session April/May, 2010 |  |
| Survey faculty regarding the effectiveness of the 2009-2010 professional development opportunities | Create Survey  Using NCSD  Information and specific queries related to St. Mary’s School, District 6/7, GMEC and other staff development opportunities for year one | NCSD Survey | Principal  Faculty | Ongoing | Survey has been given once and will be given again |
| Survey of faculty, parents/guardians and students regarding math curriculum-particularly in the area of multi-age classroom instruction | 3 created surveys | Data recording and analysis | Principal  Faculty  Parents/Guardians  Students | May, 2010 | Surveys have been created |
| Survey faculty regarding the effectiveness of the 2009-2010 professional development opportunities | Create Survey  Using NCSD  Information and specific queries related to St. Mary’s School, District 6/7, GMCEC and other staff development opportunities for year one | NCSD Survey | Principal  Faculty | Ongoing |  |
| Establish a Staff Development Advisory Committee made up of three teachers from primary, intermediate and middle levels, parish members who have expertise in education, a non-teaching staff member and parent/guardians to develop a staff development action plan which will include elements such as looking at outcomes of staff development program, evaluating those programs, Staff development outcomes that are consistent with the education outcomes and particularly the SMART GOAL in the area of mathematics; what means will be used to ensure effective staff development outcomes; create the procedures for evaluating progress toward meeting educational outcomes and what ongoing staff development activities that will contribute toward continuous improved student achievement, particularly in mathematics, but also in other subject areas. The advisory committee will also look into how St. Mary’s can effectively meet the needs of our students, including students with learning disabilities and gifted children.  The committee will also discuss how to improve staff collaboration and develop mentoring programs for teachers new to the school and support veteran teachers in new learning experiences, as well. This committee will be ongoing and will meet once during the first semester and then again during the second semester. | NSDC Information  Other schools with this type of advisory committee for best practices  Committee will evaluate itself annually and will seek evaluation from teachers | Internet resources  Archdiocese of Milwaukee | Principal  Faculty Members  Parents/Guardians  Parishioners with experience in education  Non-teaching staff member | Establish at end of 2009-2010 school year and then meet on an ongoing basis |  |
| Principal will conduct informal observation of teachers throughout the year and a formal observation of all teachers. New tools will be introduced and used that will focus on a narrow area of instructional practice selected by the teacher for review byt the principal. Pre-conferences and post-conferences will be part of the process. Teachers will be asked to reflect on their instructional practices after the observation. | Supervision that Improves Teaching and Learning by Susan Sullivan and Jeffrey Glanz  Archdiocesan formats | Teacher Reflection  Evaluative Tools | Principal  Faculty | November, December, 2009 and ongoing | Formal observation completed; pre-conferences and post-conferences held; documents completed and filed |
| Teachers will receive professional development on action research, peer coaching, portfolios and videotaping as ways to self-direct improvement of areas of instruction. Included will be the opportunity for all teachers to learn how to write a PDP, which will align with school goals. | GMCEC  Summer course work | Teacher Reflection  Reporting in teams | Principal  Teachers  GMCEC | June, 2010 |  |

**Needs**:

* + - Fundingfor professional development for multi-age classrooms
    - Funding for Smart Boards and Technology Lab
    - Funding for Standards Score (Webgrader) Licensing
    - Funding for Iowa Basic Test of Skills
    - Funding for professional development in the areas of assessment, Smart Boards, and technology integration in the math curriculum
    - Funding for professional development opportunity for action research, peer coaching, portfolios and videotaping as a means of assessing instructional effectiveness
    - In-service days provided for professional development on multi-age classrooms
    - In-service days provided for professional development on the use of Standards Score (Webgrader)
    - In-service days provided for professional development on the use of Smart Board technology and integrating technology into the curriculum
    - In-service days provided for professional development on the use of Standards Score (Webgrader)
    - In-service days provided to work on curriculum review and alignment
    - In-service days provided to provide professional development in best instructional practices in math computation
    - Summer in-service days provided for professional development on action research, peer coaching, portfolios and videotaping

**Objectives**:

* + - Review and renew of St. Mary’s math curriculum
    - Ensure that St. Mary’s mathematics curriculum is aligned with Archdiocesan and state standards for mathematics and that all gaps are filled
    - Develop and implement best instructional practices in math computation in order to improve student achievement
    - Effective faculty observations and evaluations used as a professional growth opportunity for teachers
    - Use Smart Board technology effectively
    - Experience new strategies for supervision and evaluation of teachers/self-directed and collaborative
    - Integrate technology into the math curriculum
    - Increase communication between school and home using Standards Score
    - Develop and implement best practices in assessment of math skills in order to improve student achievement
    - Sharing and collaboration of teachers in researching and using best instructional and assessment practices
    - Peer mentoring and evaluation of teachers by each other
    - Alignment of curriculum, instruction and assessment using Standards Score (electronic)
    - Survey parents, faculty, students to gain opinions on math curriculum, instruction and assessment, especially in light of multi-age classes

**Year 2: 2010-2011**

**Targeted Goal-Year 2: St. Mary’s students’ scores on the math computation area of the Iowa Test of Basic Skills (taken March, 2010) will increase a total of 6%**

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| **Action Steps** | | **Resources** | **Evaluating Data** | | **Responsibilities** | | | **Timeline** | **Results report** | |
| Kick-off luncheon with teachers and newly formed Staff Development Advisory Committee | |  |  | |  | | |  |  | |
| Teachers set goals for the year based on instructional practices and student achievement | | SMART Goals | Reflection with principal | | Principal  Faculty | | | August, 2010 |  | |
| Continue to provide staff development in instructional best practices in math focusing on the areas of:  Smart Board strategies  Use of manipulative materials  Cooperative group work  Discussion of mathematics Questioning and making conjectures  Justification of thinking  Writing about mathematics  Problem-solving approach to instruction  Content integration  Use of calculators and computers  Being a facilitator of learning  Assessing learning as an integral part of instruction—balanced assessment-formative and summative | | Iowa Test of Basic Skills Scores  ECRA Integrated Data Web Site provided by Archdiocese to analyze scores-executive analysis prepared by principal | Iowa Test of Basic Skills | | Faculty  Principal | | | August, 2010 |  | |
| Continue to pursue technology integration with the math curriculum—research best practices  Faculty Led Approach  Local, district and archdiocesan | | Funding for presenter/grants  Best practices  Funding for math tools such as internet resources, Smart Notebook resources, Smart Board resources, manipulatives,  calculators, computer math programs, math games, daily drills and review, etc.  Funding for Smart Board software | Best practices data  Literature reviews  Observations of group  Summative and formative assessment information | | Principal  Faculty  Archdiocese of Milwaukee  GMEC  Mary Stremlau  Jenny Trimberger | | | August, 2010 to February, 2011, and ongoing |  | |
| Continue to implement effective Smart Board Strategies at all grade levels | | Archdiocesan technology teachers and math teachers  Literature review of best practices | [principals@archmil.org](mailto:principals@archmil.org) email list serve to raise information  Archdiocesan in-services  Literature Review | | Archdiocese Office for Schools  Archdiocesan  Karen Schreiner, Tech teacher and small group of faculty members work as a team to provide professional development opportunities to local and archdiocesan teachers | | | September, 2010 to February, 2011 |  | |
| Implement effective instructional and assessment strategies in mathematics, technology and other areas at all grade levels. Teachers will use action research to determined questions and areas of challenges. Those with like issues will work together to explore and implement strategies that will help to answer the questions and solve the problems. | | Previous professional development on action research. | Individual reflection and reporting using logs to be shared with and teachers | | Principal  Faculty | | | Reflective writing and reports from teacher teams working on action research  September and ongoing  September/  October, 2010; informal observations of faculty (ongoing) |  | |
| Continue to evaluate Standards Score (Webgrader) from Collaborative Learning, Inc. in order to identify problems areas in information gathering and dissemination | | Facilitator | Effective instructional strategies in mathematics  Evaluation and observation by principal | | Principal  Faculty | | | September/  October, 2010; informal observations of faculty (ongoing)  during math periods |  | |
| Principal will conduct informal observation of teachers throughout the year and a formal observation of all teachers. Tools will be used that will focus on a narrow area of instructional practice selected by the teacher for review by the principal. Pre-conferences and post-conferences will be part of the process. Teachers will be asked to reflect on their instructional practices after the observation. | | Supervision that Improves Teaching and Learning by Susan Sullivan and Jeffrey Glanz  Archdiocesan formats | Teacher Reflection  Evaluative Tools | | Principal  Faculty | | | November, December, 2010 and ongoing |  | |
| Self-selected teacher will use videotaping of classroom to assess and reflect on instructional strategies and will present this to the rest of the faculty as a professional development opportunity | | Teacher Facilitator | Teacher Discussion | | Principal  Teacher Faciliatator  Faculty | | | November, 2010 |  | |
| Implementation of Peer Coaching in teacher teams in the areas of math and Smart Board strategies | | Previous professional development on peer coaching | Individual reflection and reporting using logs to be shared with and teachers | | Principal  Faculty | | | Reflective writing and reports from teacher teams working on action research  September and ongoing  September/  October, 2010; informal observations of faculty (ongoing) |  | |
| Administer Iowa Test of Basic Skills | | Collaborative Learning  Data from program  Data collection from parents/students | Report Cards  Progress Reports  Teacher Evaluation  Parent Evaluation  Student Evaluation | | Principal  Faculty  Consultants from Standards Score  Archdiocesan superintendents  Parents  Students | | | August, 2010 and ongoing |  | |
| Review 2009 Iowa Test of Basic Skills scores in faculty teams | | Iowa Test of Basic Skills and Answer Sheets | Iowa Basic Tests Scores and Answer Sheets | | Principal  Faculty | | | March, 2011 |  | |
| Professional development on differentiated learning: Part I Nature and Nurture Learning  Week-long meeting to study | | Iowa Test of Basic Skills Scores | Iowa Test of Basic Skills | | Faculty  Principal | | | May/August, 2011 | Completed review after receiving ECRA  data | |
| Week-long Meeting for St. Mary’s Faculty to Review and Renew math curriculum, gaps, alignment, instructional practices, assessments1000, Smart Board technology, integration of technology into the curriculum, Standards Score effectiveness and Multi-age Classes | Request professional development with someone from Stritch or from GMCEC | | | Academic Text/Course for Credit | | Principal  Faculty  GMCEC/Stritch | June/July, 2011 | | |
| Week-long meeting for Curriculum, Instruction and Assessment Review and Renewal Team | All accumulated data including surveys, reflections, observations, test scores, Standard Score mapping, personal hard copy mapping, peer reviews, etc. | | | Principal and Faculty monitor information and record; study commences particularly looking at gaps in math | | Principal  Faculty | June, 2011 | | |
| Survey faculty regarding the effectiveness of the 2010-2011 professional development opportunities | All accumulated data including surveys, reflections, observations, test scores, Standard Score mapping, personal hard copy mapping, peer reviews, etc., including feedback from faculty’s previous week’s meeting | | | Principal and Faculty monitor information and record for accuracy | | Principal  Faculty  Team Members | June, 2011 | | |
|  |  | | | NCSD Survey | | Principal  Faculty | Ongoing | | |

**Needs**:

* + - Fundingfor professional development for instructional practices
    - Funding for professional development for technology integration
    - In-service days to identify issues/concerns/data review of Standards Score (Webgrader)
    - In-service days to work on curriculum review and renewal and identification of gaps in mathematics
    - Funding for weeklong faculty retreat and curriculum team
    - Funding for professional development opportunity for action research, peer coaching, portfolios and videotaping as a means of assessing instructional effectiveness
    - Funding for math manipulatives, computer programs, games, drills, software, literature sources, etc.
    - Funding for Iowa Basic Test of Skills

**Objectives**:

* + - Continue to review and renew math curriculum
    - Ensure that St. Mary’s mathematics curriculum is aligned with Archdiocesan and state standards for mathematics and that all gaps are filled
    - Develop and implement best instructional practices in math computation in order to improve student achievement
    - Use Smart Board technology effectively
    - Integrate technology into the math curriculum
    - Sharing and collaboration of teachers in researching and using best instructional and assessment practices
    - Experience new strategies for supervision and evaluation of teachers/self-directed and collaborative
    - Increase communication between school and home using Standards Score
    - Develop and implement best practices in assessment of math skills in order to improve student achievement
    - Alignment of curriculum, instruction and assessment using Standards Score (electronic)
    - Experience new strategies for supervision and evaluation of teachers/self-directed and collaborative

**Year 3: 2011-2012**

**Targeted Goal-Year 3: St. Mary’s students’ scores on the math computation area of the Iowa Test of Basic Skills (taken March, 2012) will increase a total of 8%**

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| **Action Steps** | **Resources** | **Evaluating Data** | **Responsibilities** | **Timeline** | **Results report** |
| Teachers set goals for the year based on instructional practices and student achievement | SMART Goals | Reflection with principal | Principal  Faculty | August, 2011 |  |
| Review 2011 Iowa Test of Basic Skills scores in faculty teams | Iowa Test of Basic Skills Scores  Integrated Data Web Site provided by Archdiocese to analyze scores | Iowa Test of Basic Skills | Faculty  Principal | August, 2011 |  |
| Peer review of best instructional practices being used and student attitudinal response to practices | Instructional best practices  Staff development material | Student assessments in Math  Literature Review | Principal  Faculty Teams | August, 2011 and ongoing |  |
| Staff Development in Smart Board strategies, (third session) focusing on math computation | GMEC  Mary Stremlau  Jenny Trimberger  Grant Writing | Smart Board strategies  Peer Review | Principal  Faculty  GMCEC | September/November, 2011 and ongoing |  |
| Teams will meet to explore options for new and innovative math series and software programs | Publishers  Software Companies  Consultants  Interview other schools who are using new and innovative programs  Archdiocese of Milwaukee  GMCEC | Textbook Scopes and Sequences | Principal  Faculty | January/February 2012 |  |
| Continue to provide staff development opportunity for instructional best practices in math and balanced assessment | GMCEC  Faculty Evaluations of previous sessions | Student assessments in math | Principal  Faculty  GMCEC | September/November, 2011 and ongoing |  |
| Staff development in the area of portfolio creation  Teachers will read and discuss two publications on portfolio creation | GMCEC  [How to Develop A Professional Portfolio: A Manual for Teachers (5th Edition)](http://www.amazon.com/How-Develop-Professional-Portfolio-Teachers/dp/0137034547/ref=sr_1_2?ie=UTF8&s=books&qid=1264651744&sr=8-2) by Dorothy M. Campbell, Pamela Bondi Cignetti, Beverly J. Melenyzer, and Diane H. Nettles , 2010  [Developing a Teaching Portfolio: A Guide for Preservice and Practicing Teachers (3rd Edition)](http://www.amazon.com/Developing-Teaching-Portfolio-Preservice-Practicing/dp/0135135419/ref=sr_1_3?ie=UTF8&s=books&qid=1264651894&sr=8-3) by [Ann Adams-Bullock](http://www.amazon.com/Ann-Adams-Bullock/e/B001IXMGAU/ref=sr_ntt_srch_lnk_3?_encoding=UTF8&qid=1264651894&sr=8-3) and Parmalee P. Hawk, 2009 | Individual reflection and discussion logs | Principal  Faculty  GMCEC | September, 2011 |  |
| Faculty will continue to implement instructional best practices in math and Smart Board strategies | Instructional best practices  Smart Board strategies  Resources for Smart Board software | Student assessments in math  Student attitude survey  Literature reviews  Smart Board strategies | Principal  Faculty | August, 2011 and ongoing |  |
| Principal will conduct informal observation of teachers throughout the year and an annual formal observation of all teachers. Focus will be on self-directed means such as peer coaching, portfolios, action research and videotaping.New tools will be introduced and used that will focus on a narrow area of instructional practice selected by the teacher for review byt the principal. Pre-conferences and post-conferences will be part of the process. Teachers will be asked to reflect on their instructional practices after the observation. | Supervision that Improves Teaching and Learning by Susan Sullivan and Jeffrey Glanz  Archdiocesan formats | Teacher Reflection  Evaluative Tools  Logs  Formal observation completed; pre-conferences and post-conferences held; documents completed and filed  Peer coaching, portfolios, action research and videotaping being actively used by teachers and shared with each other and the principal as collaborative practice | Principal  Faculty | November, December, 2009 and ongoing |  |
| Administer Iowa Test of Basic Skills | Iowa Test of Basic Skills and Answer Sheets | Iowa Basic Tests Scores and Answer Sheets | Principal  Faculty | March, 2012 |  |
| Review 2011 Iowa Basic Test Scores and then assess ITBS scores to determine whether 8% increase in scores was accomplished in grades 3, 5, 7 and 8  and evaluate effectives of  curriculum implementation and use of best practices in math | Iowa Test of Basic Skills Scores  ECRA=Integrated Data Web Site provided by Archdiocese to analyze scores | Iowa Basic Test Scores  Integrated Data report | Principal  Faculty  ECRA | April/May, 2012 |  |
| Continue to implement effective Smart Board Strategies at all grade levels | Facilitator | Reflections and discussions;  Logs  Evaluative tools  Artifacts | Faculty/  Principal | September/  October, 2011 and ongoing self-directed evaluation using peer coaching, videotaping, action research and portfolios |
| Implement effective instructional and assessment strategies in mathematics at all grade levels | Facilitator | Reflections and discussion  Logs  Evaluative Tools  Artifacts | Principal  Faculty | September/October, 2011 and ongoing self-directed evaluation using peer coaching, videotaping, action research and portfolios |
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| Exercise the Mind Activity from Leading with the Brain in Mind by Dickmann and Stanford-Blair entitled “Reflective Writing,” page 187 will be used to cultivate a productive thinking disposition and allow time to reflect on how each teacher will implement this in his/her classroom for the 2011-12 school year | Leading with the Brain in Mind by Dickmann and Stanford-Blair | Individual Reflections | Faculty | May-August, 2012 |
| Survey faculty regarding the effectiveness of the 2011-2012 professional development opportunities | Create Survey  Using NCSD  Information and specific queries related to St. Mary’s School, District 6/7, GMCEC and other staff development opportunities for year one | NCSD Survey | Principal  Faculty | Ongoing |  | |
| Staff development on differentiated learning: Part II Nature and Nurture of Learning | Request week-long class with someone from Stritch or from GMCEC | Academic Text/Course for Credit | Principal  Faculty  GMCEC/Stritch | June/July, 2012 |
| Week-long Meeting for St. Mary’s Faculty to Review and Renew math curriculum, gaps, alignment, instructional practices, assessments, Smart Board technology, integration of technology into the curriculum, Standards Score effectiveness and Multi-age Classes | All accumulated data including surveys, reflections, observations, test scores, Standard Score mapping, personal hard copy mapping, peer reviews, etc. | Principal and Faculty monitor information and record; study commences particularly looking at gaps in math | Principal  Faculty | June, 2012 |

**Needs**:

* + - Fundingfor professional development for instructional practices
    - Funding for professional development for technology integration
    - In-service days to identify issues/concerns/data review of Standards Score (Webgrader)
    - In-service days to work on curriculum review and renewal and identification of gaps in mathematics
    - Funding for weeklong faculty retreat
    - Sharing and collaboration of teachers in researching and using best instructional and assessment practices
    - Peer mentoring and evaluation of teachers by each other
    - Funding for math manipulatives, computer programs, games, drills, software, literature sources, etc.
    - Funding for Iowa Basic Test of Skills

**Objectives**:

* + - Continue to review and renew math curriculum
    - Ensure that St. Mary’s mathematics curriculum is aligned with Archdiocesan and state standards for mathematics and that all gaps are filled
    - Develop and implement best instructional practices in math computation in order to improve student achievement
    - Experience new strategies for supervision and evaluation of teachers/self-directed and collaborative
    - Use Smart Board technology effectively
    - Integrate technology into the math curriculum
    - Increase communication between school and home using Standards Score
    - Develop and implement best practices in assessment of math skills in order to improve student achievement
    - Alignment of curriculum, instruction and assessment using Standards Score (electronic)