

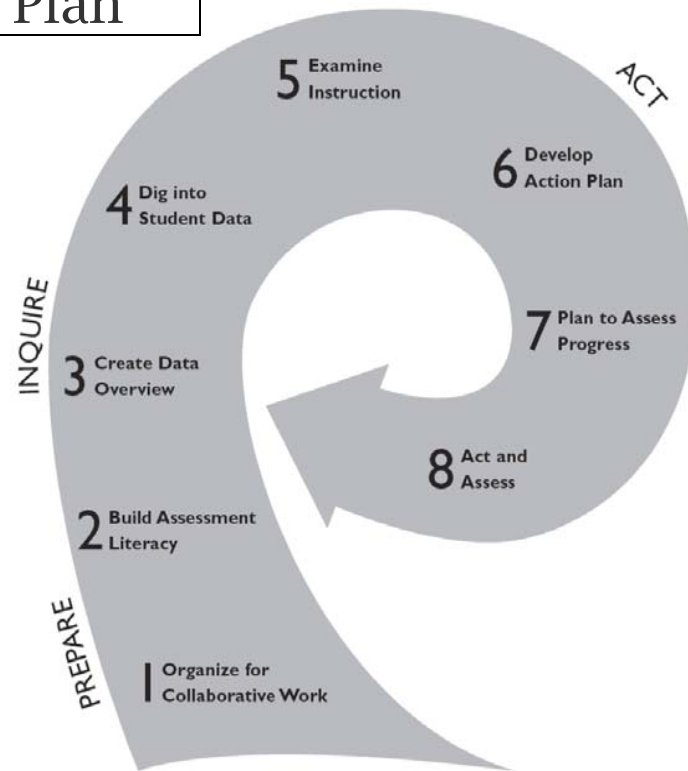


2010-2011 School Improvement Plan

SCHOOL: Mt. Tabor Middle School

PRINCIPAL: Vân Truong

DEPUTY SUPERINTENDENT: Toni Hunter



SITE COUNCIL TEAM MEMBERS		
Name	Signature	Position
Vân Truong		Principal
Jason Breaker		Assistant Principal
Dena Milich		Teacher
Michael Valenti		Teacher
Joseph Walker		Teacher
Suzanne Toole		Teacher (School Counselor)
Wendy Genther		Classified
Greg Wolleck		Parent
Drew Laurence		Parent
Daryl Freier		Parent
Lisa Zuniga		Parent

SIP DATA TEAM MEMBERS		Data Wise Improvement Process	
Name	Position		

I. Data Interpretation Leading to Areas for Improvement

1. Looking at all the assessment data available at your school (more than just OAKS data), what do you know about your student achievement results? Which groups of students at your school are doing well in reading, math and writing? Which groups are your lowest-performing students? You do not need to enter tables of numbers here. Instead, focus on what you have learned from those tables of numbers.
2. Every school will be addressing writing achievement in their School Improvement Plan. What additional content areas, if any, will your school be addressing (no more than three total areas)? A separate Academic Action Plan needs to be written for each additional content area.

Reading

The overall % of enrollment who M/E for 6th, 7th, 8th was 87%, which represents a 2% gain. This year saw some gains and losses for our sub groups. TAG Students are at 99% M/E. Students who are in ESL are at 52% M/E. Students who are in Special Education are at 53% M/E. Student who qualify for the Free and Reduced Meals are at 74% M/E. Asian/Pacific Islander went from 75.6% to 81% M/E. Native American students gained from 81.8% to 100% M/E. White students gained 84.9% to 93% M/E. Still, overall there was a slight but significant gain. We had reading growth targets for 57 students and 49 percent (23) of our students met their reading growth targets. Out of the 51 percent (24) not meeting of students not meeting their targeted growth, 81 percent (22) are students of color. There will be support classes with for students who are not meeting benchmarks. These classes will not have more than 15 students.

Writing

The “all ethnicities” total % who M/E for this past year was 67%, which represents a (9%) increase over the previous year (58%). Our Close to Meet and M & E data is almost at 77.5%. If we can be more specific with our practice, we will be able to make a more significant gain. There were significant gains in our sub populations. TAG Students are at 93% M/E. Students who are in ESL are at 33% M/E. Students who are in Special Education are at 35% M/E. Student who qualify for the Free and Reduced Meals are at 54% M/E. White students went from 61% M/E to 71%. Black students went from 72% M/E to 75%. Asian/Pacific Islander went from 57% to 62%. Native American went from 60% to 100% M (very small actual number of students). Hispanic went from 39% to 38% M (very small actual number of students). Our staff did participate in Oregon Writing Project, and we offered several opportunities for students to showcase their writing, such as Literacy Magazine, student newsletters, and the Oregon Writing Festival.

When the data came out in early May 2010 we were at almost 80% meeting with the students taken the test with paper and pencil . In late May 2010, when we received the writing online, our data dropped dramatically by 12%. We received information from R&E, almost all students had lower scores when they took the assessment online. We plan to take paper and pencil test for 2010-11 school year.

Mathematics

The overall % who M/E for this year for all three grades was 91%, which is the same as last year. TAG Students are at 100% M/E. Students who are in ESL are at 78% M/E. Students who are in Special Education are at 59% M/E. Student who qualify for the Free and Reduced Meals are at 84% M/E. Our math team is very strong and continues to make impressive gains. The changes in cut scores affect our data. Again, as

with reading, looking at the data over time with core groups of students, our data continue to show growth as they move up a grade levels, contrary to the district.

Attendance

Our attendance results increased slightly from 94.3% last year to 94.8% this year. Our support team worked especially hard communicating with parents and students and putting a plan in place for tardy and absence issues. Our staff worked hard in their teams identifying the students with problems and helped work out ways to support them. This year especially, we had several serious offenders and we worked on creative ideas to get students here, such a rewards and personal door to door contact. However, we need to focus in on our sub populations. Asian/Pacific Islander daily attendance rate was 83.9%. Native American daily attendance rate was 89.7%. Black student daily attendance rate was 92.5%.

Science

The overall % of enrollment who M/E for 6th, 7th, 8th was 90%, which is the same as last year. TAG Students are at 100% M/E. Students who are in ESL are at 50% M/E. Students who are in Special Education are at 63% M/E. Student who qualify for the Free and Reduced Meals are at 79% M/E. As with math, we have a strong, solid science team.

II. Academic Action Plan (Required)

CONTENT AREA: Writing
LEARNER-CENTERED PROBLEM (What are your students struggling to learn or to be able to do?): Students at all grade levels have made improvements but still struggle to consistently use proper conventions and spelling. Analysis of student writing shows particular struggles with punctuation and spelling.
PROBLEM OF PRACTICE (What elements of instruction need to be improved in order to address the learner-centered problem?): Teachers do not apply common expectations for correct spelling, punctuation and conventions across the school and do not consistently meet with students to conference with students regarding their writing.
STUDENT ACHIEVEMENT GOAL (SMART GOAL): 75% of 7th graders will meet conventions standards on the Oregon Direct Writing Assessment and the percentage of all students at each grade level will increase 10 % in meeting conventions expectations in work samples and common literacy assessments submitted to the district in May.

INSTRUCTIONAL STRATEGIES <i>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the SIP.)</i>	RATIONALE <i>Why do you believe this strategy will address the learner-centered problem?</i>	PROFESSIONAL DEVELOPMENT <i>How will you increase staff capacity to implement this strategy with fidelity?</i>	ASSESS PROGRESS <i>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review). 2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</i>	USE OF RESOURCES <i>How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?</i>
Using state scoring guide, teachers in appropriate content areas will teach and provide feedback regarding conventions to students. Language Arts teachers must meet with each student individually for conference feedback on student's writing, focusing on students with Growth Targets and not meeting bench marks, quarterly.	Feedback is critical to student learning. Rubrics help teachers provide feedback in a consistent way and help students keep track of their progress.	Grade level and content teams collaborate on use of state scoring guide and implementation of student assessment folders. Trainings on Writing – State Scoring guide Training on Writers' Workshop	1. Content teams collaboratively review scored papers, state writing work samples, and common literacy assignments (Looking at Student Work - LASW) and writing portfolios monthly. Teachers will bring student writings and portfolios that can be evaluated for evidence of student progress. Focus on students with Growth Targets and not meeting Benchmarks, quarterly. 2. Students will keep a log of their own scored work to track progress.	Teacher time to meet monthly. TOSA consultation. District Writing Resources.

INSTRUCTIONAL STRATEGIES <i>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the SIP.)</i>	RATIONALE <i>Why do you believe this strategy will address the learner-centered problem?</i>	PROFESSIONAL DEVELOPMENT <i>How will you increase staff capacity to implement this strategy with fidelity?</i>	ASSESS PROGRESS <i>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</i> <i>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</i>	USE OF RESOURCES <i>How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?</i>
			<p>Student writings will be kept in their portfolio and will be reviewed monthly.</p> <p>- Quarterly improvement in the percent of students meeting conventions and spelling standards on their weekly work.</p> <p>Administrators will review student portfolios and student writing with teachers.</p>	
<p>Teachers in all content areas will emphasize transitional words and phrases, thesis statements, and topic sentences as they teach the revision step of the writing process. Use district writing resources, graphic organizers, background knowledge and scaffolding tools to improve organization and content in writing</p>	<p>Use of these word banks, organizational devices and district writing resources for different content areas are important steps in organizing writing and in improving content.</p> <p>LA teachers will follow the articulated district grade-by-grade scope and sequence to teach spelling.</p>	<p>SIOP training will support teachers in furthering development of student writing process.</p>	<p>1. Team meetings will include discussion about this implementation at least monthly and lessons learned will be included in meeting minutes</p> <p>2. Students will have in their portfolio the list of word banks, the graphic organizers and the drafts/finals of their writing process</p> <p>Administrators will have the same expectations as above.</p>	<p>Time for teachers to meet.</p> <p>TOSA Consultation</p>
<p>Teachers will continue to observe each other in teaching a writing lesson, looking for relevance (OSAW). In Math, could be</p>	<p>Be able to observe best practices in actions and to receive feedback from peers. Deprivatize classroom practices.</p>	<p>Teachers will continue with PLC work in Observing Students at Work (OSAW).</p>	<p>1. Content teams will be observing each other teaching lesson related to their content.</p> <p>2. Lodge teams will be observing each other in teaching practices</p>	<p>Classroom Walks - twice a year - funded by Foundation</p>

INSTRUCTIONAL STRATEGIES <i>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the SIP.)</i>	RATIONALE <i>Why do you believe this strategy will address the learner-centered problem?</i>	PROFESSIONAL DEVELOPMENT <i>How will you increase staff capacity to implement this strategy with fidelity?</i>	ASSESS PROGRESS <i>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</i> <i>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</i>	USE OF RESOURCES <i>How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goals?</i>
preparing students for writing a math work sample.			Administrators will ensure that OSAW protocols are being implemented and that opportunities are created for teachers to plan and share best practices.	TOSA Consultation Other Middle School Teachers
Teachers will set professional goals based on the SIP. Teachers will review these goals 3 times during the year with an administrator.	To focus instructional efforts that pertain to the SIP. To provide teachers with resources and feedback need to meet the goals of the overall SIP.	Teachers will be included in a review of the SIP data and how to write SMART goals.	Teachers will reflect on the progress of attaining their goals at 2 point during the year with an administrator. September - goals setting meeting based on SIP writing goals. February - after first semester data is compiled, review and revise writing goals. Late May/Early June - reflection on yearlong goals.	Time for teachers to develop goals and reflect on written goals.

II. Academic Action Plan (Optional)

CONTENT AREA: Reading
LEARNER-CENTERED PROBLEM (What are your students struggling to learn or to be able to do?): Students at all grade levels have made improvements in Reading but still students that receive ELL and Special Education services to struggle in the area of Reading.
PROBLEM OF PRACTICE (What elements of instruction need to be improved in order to address the learner-centered problem?): Teachers do not teach Reading across content areas. Focused Reading strategies are not consistently used in intervening with students that are struggling in reading.
STUDENT ACHIEVEMENT GOAL (SMART GOAL): 70% of the students receiving ELL and Special Education services will meet or exceed the Oregon Reading Assessment.

INSTRUCTIONAL STRATEGIES <i>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the SIP.)</i>	RATIONALE <i>Why do you believe this strategy will address the learner-centered problem?</i>	PROFESSIONAL DEVELOPMENT <i>How will you increase staff capacity to implement this strategy with fidelity?</i>	ASSESS PROGRESS <i>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review). 2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success (formative and summative).</i>	USE OF RESOURCES <i>How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goal?</i>
Teachers will be trained in SIOP and be expected to use its strategies with ELL students.	SIOP is an evidenced-based instructional strategy to increase the language ability of ELL students. SIOP strategies are good for all students in general.	All teachers will receive SIOP training during the 2 nd semester.	1. Administrators will use SIOP look-fors during their instructional observations, and provide appropriate feedback to teachers.	TOSA Consultation
Selected teachers will pilot the use easy CBM to regularly monitor the Reading progress of students. Learning Center will be trained the new District reading curriculum - Language! to assess students	Provides an on-going source of Reading data to compare individual growth and whole group growth. Helps in the development of targeted Reading interventions. District Training on new curriculum Language!	LA teachers will receive an introductory training on the use of easy CBM in January 2011. Learning Center teacher will plan to provide specific reading curriculum with Spec Ed students.	1. Teachers will assess their students' Reading at multiple points during the year. 2. Based on data, teachers and administrators will intervene with appropriate Reading interventions. 1. Provide teacher coverage support to Learning Center teacher to attend training 2. Assess data quarterly to place	TOSA Consultation Access to easyCBM Teacher training District General Fund District Training

INSTRUCTIONAL STRATEGIES <i>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the SIP.)</i>	RATIONALE <i>Why do you believe this strategy will address the learner-centered problem?</i>	PROFESSIONAL DEVELOPMENT <i>How will you increase staff capacity to implement this strategy with fidelity?</i>	ASSESS PROGRESS <u>1. Fidelity of Implementation:</u> <i>List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</i> <u>2. Desired Student Outcomes:</u> <i>List specific assessments, assignments and other indicators of student success (formative and summative).</i>	USE OF RESOURCES <i>How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goal?</i>
<p>this year and to fully implement the program next year.</p> <p>Teachers will participate in Courageous Conversations about Race Professional Development.</p>	<p>Provides theoretical, conceptual and empirical evidence about the ways race operates, both in the school and the society at large. Helps teachers develop the culture and structure necessary to close the racial achievement gap and to support our students of color.</p>	<p>Teachers will receive an all day training with Glenn Singleton, will read "Courageous Conversations about Race" during 2 hour late openings and will have dialogue with each other about race.</p>	<p>students in appropriate support classes.</p> <p>Teachers will engage in lesson planning and focus on students with Growth Targets and students not meeting bench marks.</p>	<p>E Team and District Trainings</p>

II. Academic Action Plan (Optional)

CONTENT AREA:
LEARNER-CENTERED PROBLEM (What are your students struggling to learn or to be able to do?):
PROBLEM OF PRACTICE (What elements of instruction need to be improved in order to address the learner-centered problem?):
STUDENT ACHIEVEMENT GOAL (SMART GOAL):

INSTRUCTIONAL STRATEGIES <i>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the SIP.)</i>	RATIONALE <i>Why do you believe this strategy will address the learner-centered problem?</i>	PROFESSIONAL DEVELOPMENT <i>How will you increase staff capacity to implement this strategy with fidelity?</i>	ASSESS PROGRESS <u>1. Fidelity of Implementation:</u> <i>List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</i> <u>2. Desired Student Outcomes:</u> <i>List specific assessments, assignments and other indicators of student success (formative and summative).</i>	USE OF RESOURCES <i>How will you align your resources (people, time, dollars, materials, partnerships) to accomplish your goal?</i>
			1. 2.	
			1. 2.	
			1. 2.	

III. Parent and Family Involvement Plan

In accordance with PPS policy directive 7.10.041-AD on Parental and Family Involvement in Support of Academic Achievement:

- Our plan for family involvement will be reviewed at least annually by a representative group of parents and community members, including families from often under-represented groups like parents of students with disabilities, migrant-eligible families and language minority families.

Review Date(s): September 2010

May 2011

To be reviewed by: (Groups)	Site Council	ELL
	TAG	PTA
	Special Education	

- Meetings to discuss family and parent involvement will be held in accessible meeting rooms and will be advertised broadly in a variety of formats and languages as needed to accommodate our families.
- Key communications regarding our academic program, School Improvement Plan, and student achievement will be provided in all major languages of our school to the extent possible.
- We will have strategies for assisting parents in understanding our program and how to help their children achieve.
- A meeting will be held with parents of ESL students to explain the services that their students are receiving and how to access interpretation and translation services. Date of meeting: October 26, 2010

Title I Schools Only

- If our school receives Title I, Part A funding, we will hold an annual meeting where parents will:
 - 1.) learn about our Title I services,
 - 2.) assist in the review of the Title I Parent-School Compact, and
 - 3.) advise the school on uses for family involvement funds that would best serve their needs.

This meeting will be communicated to and open for all Title I-eligible families.

Annual Meeting Date: _____ (may correspond with another scheduled meeting)

FAMILY ENGAGEMENT ACTION PLAN (REQUIRED)

Student Achievement Goal for Writing (SMART Goal from Academic Action Plan):

Schedule of family and community involvement activities to support THIS goal.

ACTIVITIES	RATIONALE	TYPE (1-6)	DATE	GRADE LEVEL/TARGET AUDIENCE	LEAD PERSON ANDSUPPORTS	USE OF RESOURCES <i>(How will you align your resources (people, time, dollars, materials, partnerships) to accomplish this goal?)</i>
Media Technology	To involve writing in technology media		Year Long	6-8	Art Teacher/SUN	Foundation
Student Quarterly Newsletter	To promote student writing		Quarterly	6-8	Alexander Dawson	General Fund
Write a Novel in a Week	To engage students in promoting their writing		October 2010	6-8	Susannah Carver	General Fund
Family Literacy Night	To engage families in different cultures and languages in writing about their heritage		February 2011	6-8	Van Truong/PTA	Foundation
Science Night	To engage students in science /inquiry writing		March 2011	6-8	Science Teachers/PTA	PTA
Battle of the Books	To promote reading and summarizing novels		May 2011	6-8	Susannah Carver/LA Teachers	General Fund
Student Conferences	For students to demonstrate growth to parents		June 2011	6-8	All teachers	
Oregon Writing Festival	To engage students in promoting their writing		May 2011	6-8	Suzanne Toole/LA Teachers	General Fund

FAMILY ENGAGEMENT ACTION PLAN (OPTIONAL)

Student Achievement Goal for (SMART Goal from Academic Action Plan):

Schedule of family and community involvement activities to support THIS goal.

ACTIVITIES	RATIONALE	TYPE (1-6)	DATE	GRADE LEVEL/ TARGET AUDI- ENCE	LEAD PERSON AND SUP- PORTS	USE OF RESOURCES <i>(How will you align your resources (people, time, dollars, materials, part- nerships) to accomplish this goal?)</i>
MESA	To engage stu- dents in working in teams, con- ducting scientific research, and building hands- on projects		Year Long	6-8 Underrepresented students	Frank Fields	General Fund
Video Production Class (Dia- logues about Diversity)	To involve stu- dents in technol- ogy media on the topic of diversity		1 st Semes- ter	6-8	Molly Renauer	Portland Schools Foundation
ELL Parent Meetings	To engage ELL parents in the school commu- nity		Quarterly	6-8	Adm Team/Ben Wixon	General Fund
6th Grade Family Event	To engage new parents in the school commu- nity		September 2010	6	Adm Team/PTA	PTA
Geography Bee	To engage stud- nets in geogra- phy		November 2010	6-8	Suzanne Toole/SS Teachers	General Fund
Scripps Spelling Bee	To engage stud- nets in literacy		February 2011	6-8	Suzanne Toole/LA Teachers	General Fund

FAMILY ENGAGEMENT ACTION PLAN (OPTIONAL)

Student Achievement Goal for (SMART Goal from Academic Action Plan):

Schedule of family and community involvement activities to support THIS goal.

ACTIVITIES	RATIONALE	TYPE (1-6)	DATE	GRADE LEVEL/ TARGET AUDIENCE	LEAD PERSON AND SUP- PORTS	USE OF RESOURCES <i>(How will you align your resources (people, time, dollars, materials, partnerships) to accomplish this goal?)</i>
Cedar Lodge President Night	To demonstrate student learning about US Presidents		October	6-8	Cedar Lodge Teachers	General Fund
Expert Project Nights	To present research on self selected topics		May	6-8	Cedar Lodge Teachers	General Fund
Omiyagi Banashi	To present Research project and Japan Residency report		June	8	JMP Teachers	General Fund

IV. ADDITIONAL TITLE I SCHOOLWIDE PLAN COMPONENTS (FOR TITLE I SCHOOLS ONLY)

A. HIGHLY QUALIFIED STAFF	
What number of classes are being taught by teachers who are not Highly Qualified as defined by No Child Left Behind?	
What number of teachers in the building have three or fewer years of experience in the profession?	
What building based supports are in place for teachers new to the profession?	

B. TRANSITION PLAN			
LEVEL	STRATEGIES	RESPONSIBLE PERSON/TEAM	KEY DATES
Preschool to Kindergarten			
Elementary to middle (Grade 5-Grade 6)			
Middle to high school (Grade 8 - Grade 9)			
Students with disabilities			
Students receiving ESL services			
Students receiving TAG designation			

C. COORDINATION OF SERVICES

ORGANIZATION TYPE:	PROGRAM PARTNERS:	PURPOSE:
COUNTY		
CITY		
DISTRICT		
HIGHER EDUCATION		
PRIVATE		

D. COMMUNICATION Describe the processes that were used to inform and engage staff, community members and families during the development of your school improvement plan. Be specific regarding when and how staff, community and families have opportunity to provide feedback on the plan during its development and implementation.

E. USE OF CONSOLIDATED FUNDS: Attach current Title I Budget Worksheet. Use the notes columns in the Worksheet to highlight how expenditures correlate to SIP goals and objectives.



Mt. Tabor Middle School

Professional Development Calendar 2010-2011 (subject to change)

08/31/10	Teacher Planning Day (see notes)	MTMS		1:30 – 3:30 (Second Step Training) 3:30 – 4:00 (Team Prep for Second Step)
09/01/10	Professional Development Day -Beyond Diversity	McMenamins: Kennedy School	Staff Meeting Time	8:30 – 4:00
09/07/10 (Tuesday)	6 th grade BBQ 4:00-5:00 6 th grade teachers please be present.	MTMS	Staff Meeting Time	4:00 – 5:30
09/13/10	Nuts & Bolts/ Child Abuse Prevention Training	MTMS	Staff Meeting Time	4:00 – 5:30
09/20/10	Student First/ TAG Characteristics	MTMS	Staff Meeting Time	4:00 – 5:30
09/22/10	Courageous Conversations	MTMS	Staff Meeting Time	Late Opening for A.M. Prof. Development. Meet from 8:30 – 10:30. Students arrive @ 11:15
09/27/10	District Professional Development (Job- Alike, etc.)	Various Locations	Staff Meeting Time	4:00 – 5:30
10/04/10	Student First / BASICS/ Mid-Term	MTMS	Staff Meeting Time	4:00 – 5:30
10/11/10		MTMS	Staff Meeting Time	4:00 – 5:30
10/13/10	Courageous Conversations	MTMS	Staff Meeting Time	Late Opening for A.M. Prof. Development. Meet from 8:30 – 10:30. Students arrive @ 11:15
10/18/10	PPS Technology Bundle Rollout/ Critical Incident Training	MTMS	Staff Meeting Time	4:00 – 5:30
10/25/10	District Professional Development (Job- Alike, etc.)	Various Locations	Staff Meeting Time	4:00 – 5:30
11/01/10	Data Review/ BASICS	MTMS	Staff Meeting Time	4:00 – 5:30
11/08/10	Goal Setting/ Student First	MTMS	Staff Meeting Time	4:00 – 5:30
11/15/10	Conference Preparation	MTMS	Staff Meeting Time	4:00 – 5:30
11/29/10	SIOP	MTMS	Staff Meeting Time	4:00 – 5:30
12/06/10	BASICS / Mid-Term	MTMS	Staff Meeting Time	4:00 – 5:30
12/08/10	Courageous Conversations	MTMS	Staff Meeting Time	Late Opening for A.M. Prof. Development. Meet from 8:30 – 10:30. Students arrive @ 11:15
12/13/10	LASW/ Lesson Study (Differentiation)	MTMS	Staff Meeting Time	4:00 – 5:30
01/03/11	BASICS / Student First	MTMS	Staff Meeting Time	4:00 – 5:30
01/06/11	SIOP: LA/ SS/ Electives	TBA	SIOP	TBA

01/10/11	Writing/Assessment	MTMS	Staff Meeting Time	4:00 – 5:30
01/12/11	easyCBM Introductory Training	MTMS	Staff Meeting Time	Late Opening for A.M. Prof. Development. Meet from 8:30 – 10:30. Students arrive @ 11:15
01/18/11 (Tuesday)	Writing/Assessment	MTMS	Staff Meeting Time	4:00 – 5:30
01/24/11	District Professional Development (Job-Alike, etc.)	Various Locations	Staff Meeting Time	4:00 – 5:30
01/31/11 (Teacher Planning Day)	Technology PD/ Goals Review	MTMS	Staff Meeting Time	TBD
02/03/11	SIOP: LA/ SS/ Electives	TBA	SIOP	TBA
02/07/11	BASICS / Student First	MTMS	Staff Meeting Time	4:00 – 5:30
02/09/11	LASW/ Lesson Study (Differentiation)	MTMS	Staff Meeting Time	Late Opening for A.M. Prof. Development. Meet from 8:30 – 10:30. Students arrive @ 11:15
02/14/11	Technology PD	MTMS	Staff Meeting Time	4:00 – 5:30
02/22/11 (Tuesday)	Student First / Mid-Term	MTMS	Staff Meeting Time	4:00 – 5:30
02/28/11	District Professional Development (Job-Alike, etc.)	Various Locations	Staff Meeting Time	4:00 – 5:30
03/03/11	SIOP: MA/ SC/ Electives	TBA	SIOP	TBA
03/07/11	BASICS / Student First	MTMS	Staff Meeting Time	4:00 – 5:30
03/09/11	Courageous Conversations	MTMS	Staff Meeting Time	Late Opening for A.M. Prof. Development. Meet from 8:30 – 10:30. Students arrive @ 11:15
03/14/11	LASW/ Lesson Study (Differentiation)	MTMS	Staff Meeting Time	4:00 – 5:30
03/28/11	District Professional Development (Job-Alike, etc.)	Various Locations	Staff Meeting Time	4:00 – 5:30
03/31/11	SIOP: MA/ SC/ Electives	TBA	SIOP	TBA
04/04/11	BASICS / Student First	MTMS	Staff Meeting Time	4:00 – 5:30
04/11/11	Technology PD	MTMS	Staff Meeting Time	4:00 – 5:30
04/13/11	Courageous Conversations	MTMS	Staff Meeting Time	Late Opening for A.M. Prof. Development. Meet from 8:30 – 10:30. Students arrive @ 11:15
04/18/11	LASW/ Lesson Study (Differentiation)	MTMS	Staff Meeting Time	4:00 – 5:30
04/25/11	District Professional Development (Job-Alike, etc.)	Various Locations	Staff Meeting Time	4:00 – 5:30
05/02/11	Work Sample Time	MTMS	Staff Meeting Time	4:00 – 5:30

05/09/11	BASICS / Student First / Mid-Term	MTMS	Staff Meeting Time	4:00 – 5:30
05/11/11	Courageous Conversations	MTMS	Staff Meeting Time	Late Opening for A.M. Prof. Development. Meet from 8:30 – 10:30. Students arrive @ 11:15
05/16/11	Technology PD	MTMS	Staff Meeting Time	4:00 – 5:30
05/23/11	District Professional Development (Job-Alike, etc.)	Various Locations	Staff Meeting Time	4:00 – 5:30
05/31/11 (Tuesday)	Goals Review	MTMS	Staff Meeting Time	4:00 – 5:30
06/06/11	Data Review/ SIP	MTMS	Staff Meeting Time	4:00 – 5:30
06/13/11	Student First (transition)	MTMS	Staff Meeting Time	4:00 – 5:30

Staff Meetings begin promptly at 4:00 and end at 5:30

Meetings that fall on a Monday will be moved to Tuesday

Professional Development Projects: Courageous Conversations, LASW, Student First (Academic Priority), BASICS, Technology PD, SIOE, Lesson Study (Differentiation)

Notes:

Common Literacy Assignment Deadlines for Mount Tabor Middle School

March 7st – Literary Analysis (Language Arts)

April 4st – Inquiry Writing (Science)

May 2rd – Persuasive Writing (Social Studies)

Revised 10/25/10