

**West Central Middle School  
#7031  
1850 South US 421  
Francesville, Indiana 47946**

**SCHOOL  
IMPROVEMENT  
PLAN**

**PUBLIC LAW 221  
Updated August 2011**

# SCHOOL IMPROVEMENT PLAN

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## Public Law 221 Committees For the 2011 School Year

### **Steering Committee:**

Don Street-Principal  
Monica Gainor-Guidance Counselor  
Mary Chesser-Teacher Resource Room  
Julie Suhr-Teacher 6<sup>th</sup> Grade Social Studies  
Karen Srull-Teacher 7<sup>th</sup> Grade Language Arts  
Janet Kruger-Teacher 8<sup>th</sup> Grade Math/ Parent  
Mark Hamilton-Teacher 8<sup>th</sup> Grade Science/ Parent

## WEST CENTRAL MIDDLE SCHOOL CURRICULUM

West Central Middle School has updated all curriculum areas in the middle school. This took place during the 2010-2011 school year. This year West Central Middle School did not make AYP and received a grade of D as categorized by PL221.

A binder with a hard copy is housed in the Middle School office, and a copy remains on all of the teacher's computers. We have aligned the curriculum with the Indiana Academic Standards, and made it responsive to the ISTEP scores to meet our student's needs.

Since this is a dynamic document, we will be revisiting it on a yearly basis.

# WEST CENTRAL MIDDLE SCHOOL SCHOOL AND COMMUNITY DESCRIPTION

West Central Middle School serves 198 students in grades 6-8. The middle school is located on the northeast corner at the intersection of Hwy. 14 and Hwy. 421 in Pulaski County. The West Central School District is comprised of five townships on the west side of Pulaski County and includes Gillam Township in Jasper County. The school site is approximately half way between the two small towns of Francesville and Medaryville, Indiana.

Many of our community members are involved in farming or agricultural-related work. As small family farms decrease and larger corporate farms increase in number, there is a trend for more community members to become involved in skilled trades. A majority of these work opportunities are within a twenty-five to forty-mile radius. Many of the people in the West Central School District have to commute to work. The small number of local businesses and industries that exist within the community remains stable. From 2010 to 2011 the unemployment level ranged from 9.2% to 7.0% for a twelve month average of 8.1%.

West Central Middle School students are supported by a variety of parental and community organizations. Some of these organizations include Music Boosters and Athletic Boosters. Students' family members also may serve on committees such as Textbook Adoption, School Improvement, field trips and various classroom activities.

The educational programs offered at West Central Middle School include Computer Technology, Physical Education, Swimming, Music, Art, Library, Counseling, Study Skills, Financial Literacy, Fitness, Spanish, Technology, Agriculture, Consumer and Family Science, Careers, along with a variety of Special Education classes. Other programs related to education are Student Council, Ecology Club, Rtl Program, Jr. Achievement, and Junior Miss Sunshine.

## **Vision Statement**

Encourage Every Student, Every Day

- Engage
- Empower
- Educate

## **District Goal**

All students will improve their ability to use language to read, write, listen, and speak for effective communication in a global workforce.

## **STUDENT SURVEY RESULTS**

*Fall 2008*

1. 51 % of our students made comments that we have a strong teaching staff that is willing to help students.
2. Students listed teachers, classmates, and parents as the people they went to most for homework help.
3. The most difficult parts of writing activities according to the students were grammar, punctuation, and getting started on the writing activity.
4. When asked to describe what other help would have been available to students in middle school, 33 % of the students said after school help or tutoring.
5. We do not have extra help available for those students struggling with problem solving and writing activities.
7. 91 % of the middle school students find it difficult to begin when setting up a problem for problem solving.

# Technology as a Learning Tool

Each West Central Middle School classroom houses at least three student computers and one teacher computer, which are all networked and have internet access. In addition, teachers and students have access to five computer labs that are also tied into the school-wide network. A distance- learning lab is available for teacher use. Various media equipment is available for student or teacher checkout from our Media Center.

1. Uses of Technology Include:
2. Research on the Internet
3. Practice and reinforce basic skills in language and math
4. Keyboarding class
5. Computer applications class
6. Word processing of assignments
7. Reference materials – CD and online
8. Internet based Card Catalog
9. Publication of student work
10. Software in all subject areas
11. Enrichment
12. Remediation
13. Use of spell checker
14. Use of calculators
15. Assessment
16. Textbooks on Internet
17. Daily instruction/ with assessment/ professional development on media projectors
18. Parent-Connect as a parent communication tool
19. ISTEP+ review

In an effort to provide teachers with skills needed to utilize technology as a learning tool, workshops are offered locally by in-house technology experts. The technology group met and reviewed the need for update software, as well as hardware, which were ultimately purchased using technology money. This software is being used to enhance classroom instruction.

## Benchmarks For Student Progress

Indicator	2009-2010	2010-2011
Attendance rate	96.41	95.5%
Grade advancement rate	100%	100%
Percent Passing ISTEP	56.9%	67.3%
Class size	14.8	14.8
Administrator/pupil ratio	1:202	1:198
Teacher/pupil ratio	1:13.6	1:13.6
Teacher attendance rate	97.2%	97.4%
Special education	25.7%	25.7%
Teacher licensing	100% Highly Qualified	100% Highly Qualified
Student mobility rates	19%	19%
Free Lunch	32%	35%
Reduced Lunch	10%	10%
Ethnicity	Multiracial - 6% Black - 0% Hispanic – 3% Asian – 0% Native Amer.– 1% White – 90%	Multiracial - 6% Black - 0% Hispanic – 3% Asian – 0% Native Amer.– 1% White – 90%

# Immediate Needs

- Evaluate our Rtl Process
- Analyze data from Acuity Reports
- Awareness of Learning Connections

## Improve Cultural Competency

Cultural competencies can be improved by making students and staff aware of the diverse cultures within our own school district. Throughout the year convocations will be presented that will include this topic and others such as anti-drug, good choices, peer pressure and anti-bullying programs just to name a few. The 6th graders will participate in an annual camping trip that focuses on the theme “Foundations for Success”. Students will participate in activities that will strengthen skills like team work, self confidence, trust, leadership, communication and interaction with classmates. Indiana State Curriculum Standards will be met in the areas of English, Physical Education, Science and Social Studies. In 7<sup>th</sup> grade students will participate in the Junior Achievement program that is offered as a six week course during math class. Teachers instruct students in areas of finance, budgeting, credit card purchases and career search activities. The book, Seven Habits of Highly Effective Teens will be implemented in the 8<sup>th</sup> grade curriculum during Teen Success class. Teen Success class is an elective that every 8<sup>th</sup> grader takes during the semester. The book covers 7 life habits that help teens with social issues and life changing decisions they face.



# Title and Description of Assessment Instruments

ISTEP+ continues to be the most used assessment instrument.

Other assessments include:

Subject Area Vocabulary Pre/ Post Tests – Middle School Teachers have a list of subject area vocabulary words that are administered as a pre-test, utilized throughout the year and reviewed as a post-test near the end of the school year

Acuity- Acuity Diagnostic Assessment is closely aligned with the State Standards and offers a deep understanding of student strengths and areas in need of improvement. It assesses the retention of knowledge in core content areas over a nine-week period. The real time results provide the opportunity for adjustments in instruction and indicate if interventions are required. Instructional resources introduce and teach skills as well as presents guided practice for students. The resources can be assigned above or below grade level to allow for differentiated learning.

## **Statutes and Rules to be Waived**

There are no statutes and rules to be waived at this time.

## **Safe and Disciplined Learning Environment**

During the Fall of 2011, WCMS has developed a new positive approach to discipline model. The goal is to maintain a safe and disciplined learning environment for all students that enable teacher to teach.

# PARENT INVOLVEMENT

- Teacher email and school website for parent-teacher communication
- Helping their own children with their homework
- Assist with activities in the classroom
- Assist with students in the classroom
- Work during music programs
- Parent-Teacher Conferences
- Serve on committees
- Assist with fundraisers
- Chaperone with fieldtrips
- Guest speakers in the classroom
- Initialing and checking Student Agendas
- Attend/work at extracurricular activities
- Progress Reports/ Report Cards
- Newsletter/Communicator

# WEST CENTRAL MIDDLE SCHOOL OVERVIEW

E/LA		MATH		BOTH		# OF TESTS TAKEN	
2010	2011	2010	2011	2010	2011	2010	2011
71.21	70.5	80.81	80.3	67.17	75.5	198	207

## *SPRING 2011 ISTEP+ SUMMARY RTI Needs*

**Class of 2018** (current 6<sup>th</sup> grade)

- Vocabulary (-5%)
- Nonfiction / Info Text (-10%)
- Literary Text (-5%)
- Writing Process (-8%)
- Algebra and Functions (-5%)

**Class of 2017** (current 7<sup>th</sup> grade)

- Nonfiction / Info Text (-8%)
- Literary Text (-5%)
- Language Conventions (-5%)

**Class of 2016** (current 8<sup>th</sup> grade)

- Nonfiction / Info Text (-9%)
- Literary Text (-4%)
- Writing Process (-4%)
- Number Sense (-11%)
- Computation (-7%)
- Algebra and Functions (-11%)
- Geometry (-7%)
- Measurement (-11%)
- Data Analysis (-12%)
- Problem Solving (-9%)

**Class of 2015** (current 9<sup>th</sup> grade)

- Vocabulary (-7%)
- Nonfiction / Info Text (-7%)
- Literary Text (-8%)
- Data Analysis (-7%)

<b>CLASS OF 2018 Current 6<sup>th</sup> grade ENGLISH/LANG ARTS</b>	<b>SPR 2010 (4<sup>th</sup> grade)</b>	<b>SPR 2011 (5<sup>th</sup> grade)</b>
Number of Students Tested	71	64
PASS+ SCORE	535-800	548-820
PASS SCORE	437-534	468-547
Number / Percent PASS+	9/13%	9/14%
Number / Percent PASS	45/63%	36/56%
<b>TOTAL PASSING</b> Number / Percent	54/76%	45/70%
<b>TOTAL</b> Number / Percent <b>DID NOT PASS</b>	15/21%	19/30%
Special Education PASS	9/69%	6/55%
Special Education DID NOT PASS	4/31%	5/45%
Male PASS	32/74%	24/63%
Male DID NOT PASS	10/23%	14/37%
Female PASS	22/79%	21/81%
Female DID NOT PASS	5/18%	5/19%
Paid Lunch PASS	30/86%	25/78%
Paid Lunch DID NOT PASS	5/14%	7/22%
Free/Reduced Lunch PASS	24/67%	20/65%
Free/Reduced Lunch DID NOT PASS	10/28%	11/35%

<b>CLASS OF 2018 Current 6<sup>th</sup> grade MATH</b>	<b>SPR 2010 (4<sup>th</sup> grade)</b>	<b>SPR 2011 (5<sup>th</sup> grade)</b>
Number of Students Tested	71	64
PASS+ SCORE	541-750	556-775
PASS SCORE	445-540	463-555
Number / Percent PASS+	16/23%	10/16%
Number / Percent PASS	38/54%	39/61%
<b>TOTAL PASSING</b> Number / Percent	54/76%	49/77%
<b>TOTAL</b> Number / Percent <b>DID NOT PASS</b>	15/21%	15/23%
Special Education PASS	8/62%	5/45%
Special Education DID NOT PASS	5/38%	6/55%
Male PASS	33/77%	28/74%
Male DID NOT PASS	9/21%	10/26%
Female PASS	21/75%	21/81%
Female DID NOT PASS	6/21%	5/19%
Paid Lunch PASS	31/89%	28/88%
Paid Lunch DID NOT PASS	4/11%	4/13%
Free/Reduced Lunch PASS	23/64%	21/68%
Free/Reduced Lunch DID NOT PASS	11/31%	10/32%

<b>CLASS OF 2017 Current 7<sup>th</sup> grade ENGLISH/LANG ARTS</b>	<b>SPR 2009</b>	<b>SPR 2010</b>	<b>SPR 2011 (6<sup>th</sup> grade)</b>
Number of Students Tested	66	66	65
PASS+ SCORE	535-800	548-820	579-850
PASS SCORE	437-534	468-547	478-578
Number / Percent PASS+	8/12%	8/12%	11/17%
Number / Percent PASS	46/70%	45/68%	38/58%
<b>TOTAL PASSING</b> Number / Percent	54/82%	53/80%	49/75%
<b>TOTAL</b> Number / Percent <b>DID NOT PASS</b>	12/18%	13/20%	16/25%
Special Education PASS	13/65%	4/36%	**
Special Education DID NOT PASS	7/35%	7/64%	**
Male PASS	29/81%	27/75%	24/71%
Male DID NOT PASS	7/19%	9/25%	10/29%
Female PASS	25/83%	26/87%	25/81%
Female DID NOT PASS	5/17%	4/13%	6/19%
Paid Lunch PASS	32/91%	27/87%	22/79%
Paid Lunch DID NOT PASS	3/9%	4/13%	6/21%
Free/Reduced Lunch PASS	22/71%	26/74%	27/73%
Free/Reduced Lunch DID NOT PASS	9/29%	9/26%	10/27%

<b>CLASS OF 2017 Current 7<sup>th</sup> grade MATH</b>	<b>SPR 2009</b>	<b>SPR 2010</b>	<b>SPR 2011 (6<sup>th</sup> grade)</b>
Number of Students Tested	66	66	65
PASS+ SCORE	541-750	556-775	590-790
PASS SCORE	445-540	463-555	487-589
Number / Percent PASS+	12/18%	16/24%	13/20%
Number / Percent PASS	39/59%	42/64%	45/69%
<b>TOTAL PASSING</b> Number / Percent	51/77%	58/88%	58/89%
<b>TOTAL</b> Number / Percent <b>DID NOT PASS</b>	15/23%	8/12%	7/11%
Special Education PASS	12/60%	7/64%	**
Special Education DID NOT PASS	8/40%	4/36%	**
Male PASS	26/72%	31/86%	29/85%
Male DID NOT PASS	10/28%	5/14%	5/15%
Female PASS	25/83%	27/90%	29/94%
Female DID NOT PASS	5/17%	3/10%	2/6%
Paid Lunch PASS	31/89%	30/97%	27/96%
Paid Lunch DID NOT PASS	4/11%	1/3%	1/4%
Free/Reduced Lunch PASS	20/65%	28/80%	31/84%
Free/Reduced Lunch DID NOT PASS	11/35%	7/20%	6/16%



<b>CLASS OF 2016 Current 8<sup>th</sup> grade ENGLISH/LANG ARTS</b>	<b>SPR 2009</b>	<b>STATE SPR 2009</b>	<b>SPR 2010</b>	<b>SPR 2011 (7<sup>th</sup> grade)</b>
Number of Students Tested	63	77987	59	62
PASS+ SCORE	548-820	548-820	579-850	584-870
PASS SCORE	468-547	468-547	478-578	501-583
Number / Percent PASS+	8 / 13%	13%	10/17%	6/10%
Number / Percent PASS	40 / 63%	58%	33/56%	38/61%
<b>TOTAL PASSING</b> Number / Percent	48 / 76%	70%	43/73%	44/71%
<b>TOTAL</b> Number / Percent <b>DID NOT PASS</b>	14 / 22%	28%	15/25%	17/27%
Special Education PASS	10 / 59%	36%	7/54%	5/42%
Special Education DID NOT PASS	7 / 41%	61%	6/46%	7/58%
Male PASS	20 / 67%	66%	17/61%	13/45%
Male DID NOT PASS	9 / 30%	31%	11/39%	15/52%
Female PASS	28 / 85%	75%	26/84%	31/94%
Female DID NOT PASS	5 / 15%	24%	4/13%	2/6%
Paid Lunch PASS	25 / 86%	82%	21/72%	20/77%
Paid Lunch DID NOT PASS	4 / 14%	17%	7/24%	6/23%
Free/Reduced Lunch PASS	23 / 70%	57%	22/73%	24/67%
Free/Reduced Lunch DID NOT PASS	9 / 27%	40%	8/27%	11/31%

<b>CLASS OF 2016 Current 8<sup>th</sup> grade MATH</b>	<b>SPR 2009</b>	<b>STATE SPR 2009</b>	<b>SPR 2010</b>	<b>SPR 2011 (7<sup>th</sup> grade)</b>
Number of Students Tested	63	77987	59	62
PASS+ SCORE	556-775	556-775	590-790	603-810
PASS SCORE	463-555	463-555	487-589	511-602
Number / Percent PASS+	12 / 19%	21%	9/15%	15/24%
Number / Percent PASS	42 / 67%	56%	43/73%	34/55%
<b>TOTAL PASSING</b> Number / Percent	54 / 86%	76%	52/88%	49/79%
<b>TOTAL</b> Number / Percent <b>DID NOT PASS</b>	8 / 13%	22%	6/10%	13/21%
Special Education PASS	13 / 76%	50%	10/77%	7/58%
Special Education DID NOT PASS	4 / 24%	48%	3/23%	5/42%
Male PASS	26 / 87%	76%	23/82%	22/76%
Male DID NOT PASS	3 / 10%	22%	5/18%	7/24%
Female PASS	28 / 85%	76%	29/94%	27/82%
Female DID NOT PASS	5 / 15%	23%	1/3%	6/18%
Paid Lunch PASS	26 / 90%	85%	27/93%	23/88%
Paid Lunch DID NOT PASS	3 / 10%	14%	1/3%	3/12%
Free/Reduced Lunch PASS	28 / 85%	66%	25/83%	26/72%
Free/Reduced Lunch DID NOT PASS	4 / 12%	33%	5/17%	10/28%

<b>CLASS OF 2015 Current 9<sup>th</sup> grade ENGLISH/LANG ARTS</b>	<b>SPRING 2009</b>	<b>STATE SPRING 2009</b>	<b>SPR 2010</b>	<b>SPR 2011 (8<sup>th</sup> grade) online</b>
Number of Students Tested	77	78259	77	84
PASS+ SCORE	579-850	579-850	584-870	627-890
PASS SCORE	478-578	478-578	501-583	508-626
Number / Percent PASS+	11 / 14%	16%	11/14%	7/8%
Number / Percent PASS	36 / 47%	53%	47/61%	48/57%
<b>TOTAL PASSING</b> Number / Percent	47 / 61%	69%	58/75%	55/65%
<b>TOTAL</b> Number / Percent <b>DID NOT PASS</b>	30 / 39%	29%	19/25%	27/32%
Special Education PASS	3 / 23%	30%	4/36%	2/17%
Special Education DID NOT PASS	10 / 77%	66%	7/64%	9/75%
Male PASS	23 / 61%	64%	31/76%	29/62%
Male DID NOT PASS	15 / 39%	33%	10/24%	16/34%
Female PASS	24 / 62%	74%	27/75%	26/70%
Female DID NOT PASS	15 / 38%	24%	9/25%	11/30%
Paid Lunch PASS	30 / 73%	81%	30/81%	25/69%
Paid Lunch DID NOT PASS	11 / 27%	18%	7/19%	10/28%
Free/Reduced Lunch PASS	17 / 47%	55%	28/70%	30/63%
Free/Reduced Lunch DID NOT PASS	19 / 53%	42%	12/30%	17/35%

<b>CLASS OF 2015 Current 9<sup>th</sup> grade MAT</b>	<b>SPRING 2009</b>	<b>STATE SPRING 2009</b>	<b>SPR 2010</b>	<b>SPR 2011 (8<sup>th</sup> grade) online</b>
Number of Students Tested	77	78259	77	84
PASS+ SCORE	590-790	590-790	603-810	641-830
PASS SCORE	487-589	487-589	511-602	537-640
Number / Percent PASS+	7 / 9%	14%	18/23%	17/20%
Number / Percent PASS	45 / 58%	58%	41/53%	45/54%
<b>TOTAL PASSING</b> Number / Percent	52 / 68%	73%	59/77%	62/74%
<b>TOTAL</b> Number / Percent <b>DID NOT PASS</b>	25 / 32%	25%	18/23%	20/24%
Special Education PASS	4 / 31%	42%	4/36%	3/25%
Special Education DID NOT PASS	9 / 69%	55%	7/64%	8/67%
Male PASS	29 / 76%	73%	33/80%	36/77%
Male DID NOT PASS	9 / 24%	25%	8/20%	9/19%
Female PASS	23 / 59%	73%	26/72%	26/70%
Female DID NOT PASS	16 / 41%	26%	10/28%	11/30%
Paid Lunch PASS	32 / 78%	83%	31/84%	30/83%
Paid Lunch DID NOT PASS	9 / 22%	16%	6/16%	5/14%
Free/Reduced Lunch PASS	20 / 56%	60%	28/70%	32/67%
Free/Reduced Lunch DID NOT PASS	16 / 44%	37%	12/30%	15/31%



**Goal:** THE PERCENTAGE OF STUDENTS MASTERING THEIR ABILITY TO READ AND RESPOND TO VARIOUS WORKS OF LITERATURE, SPECIFICALLY NONFICTION AND INFORMATIONAL TEXT, WILL BE ABOVE STATE AVERAGE.

**Date Plan Revised:**  
**August 24, 2011**

**Support Data** (from the profile or school information system):

- 1) Acuity data indicates that WCMS is significantly below on Writing Applications and English Language Conventions.
- 2) ISTEP+ data indicates there is a weakness relating to English Language Conventions and the Writing Process.

**Standardized Assessments:**

ISTEP+ Grades 7-9,  
Acuity  
Specifically the scores:  
Writing Process  
Writing Applications  
Reading Vocabulary

**Locally Developed Assessments:**

Simple 6 Writing Rubric

**Supporting Research:**

Writing: The Simple 6 By: Kay Davidson (Action Research)  
Classroom Instruction that Works By: R. Marzano, D.  
**Pickering, J. Pollock**

**Intervention 1:** All students will participate in instruction on Writing Applications and English Language Conventions in all classroom core disciplines

<b>Activities to Implement Intervention 1:</b>	<b>Person(s) Responsible</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resources Needed</b>	<b>Staff Development Planned</b>
1. Students will receive instruction on the Simple 6 writing model and use it in the writing process.	All Teachers	8/2010	5/2014	Simple 6 Manuals and associated materials	Review of the Simple 6 Writing model 9/2011-14
2. Students will utilize the Simple 6 rubric to evaluate their own writing.	Students	8/2010	5/2014	Simple 6 rubric	
3. Teachers will utilize the Simple 6 rubric to assess student writing.	All teachers	8/2010	5/2014	Simple 6 rubric	New Teacher will receive training on Simple 6 process 8/2011-14
4. Teachers will use state standards to guide the development of writing assignments.	All teachers	8/2010	5/2014	Indiana State and Common Core Standards	Departmental and or team meeting 2011-2014

**GOAL:** THE PERCENTAGE OF STUDENTS MASTERING THEIR ABILITY TO READ AND RESPOND TO VARIOUS WORKS OF LITERATURE, SPECIFICALLY NONFICTION AND INFORMATIONAL TEXT, WILL BE ABOVE STATE AVERAGE.

**Date Plan Developed:**  
August, 2011

**Support Data** (from the profile or school information system):

1. On average, current West Central Middle School students ISTEP Nonfiction/Info text decreased in percent mastery by 7.3% from Spring 2010.
2. On average, current West Central Middle School students decreased in percent mastery by 4.6 % on the ISTEP Literary text from Spring 2010.

**Standardized Assessments:**

Acuity  
ISTEP

**Local Assessments:**

Content-area pre/post Vocabulary Tests

**Supporting Research:**

Marzano, R.J. (2004). *Building background knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development.  
Marzano, R.J., Pickering, D., Pollock. (2001). *Classroom Instruction that Works*. McRel.

**Intervention 2:** Students will use vocabulary-building strategies in all disciplines when reading informational text.

<b>Activities to Implement Intervention 2:</b>	<b>Person(s) Responsible</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resources Needed</b>	<b>Staff Development Planned</b>
1. Present vocabulary- building strategies to all teachers.	Goal Committee	8/2011	8/2014	Handouts/folders Presentation materials	Vocabulary Strategies 8/2011-14
2. Teachers plan lessons integrating the vocabulary-building strategies.	Teachers	8/2011	5/2014	Classroom materials	Daily 2011-14
3. Teachers will utilize word walls, graphic organizers, and direct vocabulary instruction.	Teachers	8/2011	5/2014	Classroom materials	Daily 2011-14
4. Teachers will guide the development of content-area vocabulary using Common Core State Standards.	Teachers	9/2011	5/2014	Common Core Standards	Daily 2011-14
5. Teachers will analyze and use data from Acuity to develop classroom strategies for remediation and instruction.	Teachers	10/2011	5/2014	Acuity reports	2011-14

