

**Urey Middle School #5916
Continuous Improvement Plan**

Harold C. Urey Middle School

Urey Middle School serves students in grades seven through eight. It is accredited by the Indiana Department of Education. The school is situated in the town of Walkerton and services the townships of Polk, Lincoln, Johnson, and Liberty which include the towns of Walkerton, North Liberty, Tyner, and Teegarden. In the past, many of Urey's students came from family farms. However, current demographics indicate this is no longer the case.

The 2012-13 enrollment at Urey Middle School was 296. There are 27 identified special needs students (9.3%), which is approximately a 0.5% decrease over the previous school year. The number of students receiving free lunch has remained the same as the previous year with 96 qualifying last year. However, due to the lower overall enrollment, the percentage of students on free lunch has increased to (33%) qualifying last year. The number of students qualifying for reduced lunch decreased by 9 students to 26 (8.9%) over the previous school year.

The ethnic composition of Urey Middle School is predominantly white (93.1%). The number of multi-racial (2.1%) and Hispanic (3.1%) students is growing.

Our building, originally Walkerton High School, was formally dedicated in 1943. In September of 1966, the Board of Education named the building after the distinguished scientist, Harold C. Urey, who was born in Walkerton. In 1996 a new addition was added and a complete renovation of the existing building was completed. The square footage was more than doubled to approximately 88,500 square feet. At that time the building was completely networked for technology.

Urey Middle School provides a complete athletic program for boys and girls. Intramural opportunities are offered to interested students. Students also have the choice to participate on academic teams and join a variety of clubs.

The John Glenn community actively supports the school and its variety of student-oriented activities. A good relationship exists between businesses and the school. The Falcon 500 Club, a community wide organization, actively supports the programs and students in all of the schools with donations of money and time. Urey has a parent-teacher organization which contributes in a positive manner to school activities. Urey has received a great deal of assistance from area businesses, corporations, parents, and patrons to support its student recognition program.

Urey operates on a seven period day with an eighth occurring in the middle of each day in order to offer enrichment three days each week and math mania/loving language two days each week. In addition to the core courses of Language Arts, Math, Science, and Social Studies, each student experiences a semester each of Health and Physical Education and a trimester of Family and Consumer Science, Technology Ed, and Art. Students can participate in Band, Choir, Band and Choir, or Study Hall as their seventh choice.

All students are encouraged to use the Learning Center which opens at seven thirty each morning. Some Special Education students receive instruction in the Support of Skills class for one period each day as determined by the Case Conference Committee.

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UMS Philosophy

Vision

The Urey Middle School community provides an atmosphere where students are motivated to become life-long learners and responsible citizens. Students understand and apply National and Indiana State Standards at or above grade level. High expectations and the use of a variety of engaging learning activities encourage students to reach their full potential.

Mission

The Urey Middle School community is committed to providing a positive, educational environment where all students are guided, encouraged, and challenged to reach a high level of academic success and exemplary citizenship. State standards are taught and measured using current research-based instructional strategies and assessments.

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School Improvement Team

Cindy Isenbarger, Teacher

Amber Jerdon, Teacher

Seth Ponder, Teacher

Erin Sater, Teacher

Mark Maudlin, Principal

Lisa Rice, Parent

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UMS Certified Staff

Certified Staff

Bennett	Beth
Brown	Gerry
Buss	Andrew
Christensen	Mary Ann
Fortlander	Dan
Fuchs	Courtney
Goncher	Rose
Groves	Damon
Groves	Jill
Hudgen	Donia
Isenbarger	Cindy
Jerdon	Amber
Lawson	Suzanne
Leazenby	Tresa
Maudlin	Mark
McNeeley	Gavin
Pearish	Pam
Phillips	Dyan
Ponder	Seth
Reames	Janessa
Sarber	Erin
Schmeltz	Randy
Smith	LaDora
Stegemiller	Andy

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UMS Support Staff

Non-Certified Staff

Arndt	Jennifer
Ax	Sandy
Babcock	Phil
Beem	Jessica
Boyer	Heather
Flora	Wendy
Futa	Kathy
Giese	Kim
Gill	Amanda
Groves	Phil
Holderread	Vonna
Houser	Jim
Johnson	Debi
Kaiser	Pam
La Bere	Brooke
Lile	Angela
Morris	Laura
Niedbalski	Laina
Pearish	Adam
Pecsi	Stacy
Russell	Teresa
Sheneman	Frank
Stull	Kim
Trost	Gary
Wilton	Carrie

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Who We Are

John Glenn is a consolidated school system consisting of four small, rural northern Indiana communities: Walkerton, North Liberty, Tyner, and Teegarden. The corporation has one high school, one middle school, and two elementary schools and serves students in three counties covering 125 square miles. Urey Middle School is located in Walkerton, a town of approximately 3,000.

North Liberty is the second largest community in the school corporation with a population of approximately 1,350. North Liberty is experiencing growth due to families moving in from the South Bend and LaPorte areas.

The governance of the school community consists of two town councils, one in Walkerton and one in North Liberty. The schools are administered by a seven member board and one superintendent.

Other demographics of note in the communities include:

- 18.2% of the adults have less than a high school education as compared with 17.9% of Hoosiers
- 8.9% have a college education whereas 19.4% of Indiana residents have earned a college diploma
- 71.7% of the housing in the John Glenn district has a value under \$100,000.00

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Introduction: Description and location of curriculum

The Urey Middle School Curriculum is based on the Indiana State Standards and revised each textbook adoption year.

Copies of the curriculum are located in the principal's office and the team room. All teachers have copies of the curriculum (Indiana Academic Standards as well as the Common Core State Standards) used for the discipline that they teach.

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Introduction: Assessments

Urey Middle School participates in the Indiana Statewide Testing for Educational Progress Plus (ISTEP+). In addition:

Students are assessed using the Northwest Evaluation Assessment in September, December/January and May.

NWEA is a computerized test that provides grade level equivalence in reading, language usage and mathematics. Additionally, the RIT scores from NWEA can be used as predictors of ISTEP+ performance and corresponds with the Indiana State Standards. It provides a diagnosis of instructional needs and measurement of student gains across reporting periods.

A Writing Prompt is given each year and scored using the Simple Six writing rubric.

The Writing Prompt is an IDOE release item from a previous ISTEP+ test. It is scored by trained staff members. The final results are discussed with the students in an effort to help them determine how they can earn at least one more point on the next writing assignment.

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Parent Participation

Urey Middle School works with parents in the following ways:

- JGSC/UMS website
- Harmony web-based grade posting and teacher home pages
- Scholastic© Book Fair
- Open House / Parent Night 7th - 8th grades in the fall
- Orientation Evening-7th grade in the spring
- Athletic Events
- Fine Arts Evenings
- Picture Day volunteers
- Classroom Support
- Email- individual and mass
- Voice Mail
- Parent volunteers coordinating After School Athletic Study Hall
- Parent / Teacher Conferences
- Assignment Notebooks are signed by selected parents
- Team meetings with parents
- JGSC calendar includes Honor Roll and Athletic Assembly dates
- Lesson plans posted on Harmony
- 7th Grade Transition Day Volunteers
- Dance volunteers for decorating / chaperoning
- Access to discipline and attendance records posted on Harmony
- Solo-Ensemble mini concert- parents invited
- School Reach
- Congratulation letters for choral, instructional and honor band participants
- End of the year rewards program-invitations sent out

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Technology as a Learning Tool

Urey Middle School integrates technology across the curriculum:

- All students will be issued a Lenovo lap top computer in August 2012 to perform in a 1:1 learning environment
- Each teacher is assigned a desktop as well as a laptop computer identical to the student edition.
- Fifteen Classrooms have Interactive Whiteboards. 4 more will be added in Fall 2012.
- All classrooms have an LCD projector unit for the teacher computer, with five others available through the Media Center for check out as needed.
- Two wireless portable chalkboards for use with LCD projectors
- Six sets of Classroom Performance System for interactive classroom use
- Media Center has eight computers.
- Power Point and mobile live camera for video production and announcements
- School wide Slide Rocket announcements through networked monitors
- ELMO™ document camera available
- Digital still and video cameras for student and staff use
- Accelerated Reading -software that motivates, monitors, and increases literature-based reading
- Study Island available on-site as well as web-based
- Video on demand via SAFARI video server
- Web-based course management system available to all (MOODLE)
- Subscriptions to SIRS Discover Periodical Database and Grolier's Online Encyclopedia, along with access to Inspire provided by the state of Indiana
- Destiny Library Collection for the whole corporation through internet
- Harmony is available as an online resource for students and parents to check for grades and missing assignments.
- Microsoft Active Directory network for students and staff
 - Virtual Servers install
- Wireless network upgraded to accommodate a 1:1 setting
- Career Education: Drive of Your Life
- Use of GoogleApps for word processing, spreadsheets, presentation, Voice, etc.
- Accelerated Reader and STAR Reading available through Renaissance Place website
- Each of the above teacher laptops computers has the following:

Microsoft Word	Microsoft Publisher	Movie Maker
Microsoft PowerPoint	Microsoft FrontPage	Microsoft Access
Microsoft Excel	Internet Explorer	Star Office
Google Chrome	Modzilla Firefox	Open Office Suite
ExamView Suite	GIMP 2	Google Earth
Google SketchUp	Picasa	PDF-XChange
Screen-Cast-O-Matic	Camtasia	iTunes

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Safe and Disciplined Learning Environment

- All outside doors are locked at 7:55 a.m.
- Visitors must push an entry button to enter the building
- Visitors must leave a Driver's License and wear an ID tag while in the building
- Visitors sign in and out
- "No trespassing" notices at each entrance
- Parents must check in at the office and wait for child to be brought to the office for early dismissals
- Fire, storm, and code red drills are conducted monthly/quarterly/semester
- All emergency plans are posted in the classroom
- Emergency evacuation plan exists with near and far primary and secondary shelters identified
- Staff receives procedural updates and reminders
- JGSC safety audit is conducted annually
- Classroom discipline plans are written and communicated in writing to students and parents
- UMS Student Code of Conduct is utilized
- In-School Suspension, Friday School, and Time-Out room available and staffed full time
- One full-time guidance counselor
- 2 weather alert (NOAA) radios
- Video camera recording system
- Emergency kits updated quarterly with student contact and medical information
- Automated defibrillator mounted near gym
- Glow sticks distributed to all staff members
- Battery-free crank flashlights in each interior room
- Communication via walkie-talkies used at release time and for emergencies

Grade 7, Year 2013_SPRING

	Score	Cut	PD	# Passed	% Passed
Vocabulary	79.7	69	10.7	101 / 130	78%
Nonfiction/Info Text	68.8	54	14.8	105 / 130	81%
Literature Text	69.4	67	2.4	82 / 130	63%
Writing Process	64.5	53	11.5	92 / 130	71%
Writing Applications	68.8	61	7.8	102 / 130	78%
Language Conventions	78.7	72	6.7	96 / 130	74%
Number Sense	66.9	52	14.9	101 / 130	78%
Computation	52.7	25	27.7	117 / 130	90%
Algebra and Functions	45.4	27	18.4	106 / 130	82%
Geometry	59.1	37	22.1	105 / 130	81%
Measurement	53.7	33	20.7	105 / 130	81%
Data Analysis and Probability	67.9	54	13.9	101 / 130	78%
Problem Solving	54.6	27	27.6	106 / 130	82%

Grade 8, Year 2013_SPRING

	Score	Cut	PD	# Passed	% Passed
Vocabulary	77.3	67	10.3	119 / 157	76%
Nonfiction/Info Text	63.8	56	7.8	110 / 157	70%
Literature Text	66	56	10	115 / 157	73%
Writing Process	69.8	57	12.8	122 / 157	78%
Writing Applications	74.5	69	5.5	123 / 157	78%
Language Conventions	77.7	69	8.7	123 / 157	78%
Number Sense	53.8	48	5.8	101 / 157	64%
Computation	61.1	43	18.1	142 / 157	90%
Algebra and Functions	60.7	37	23.7	143 / 157	91%
Geometry	56.9	41	15.9	140 / 157	89%
Measurement	67.4	32	35.4	154 / 157	98%
Data Analysis and Probability	66.8	49	17.8	137 / 157	87%
Problem Solving	54.3	33	21.3	132 / 157	84%

Annual Performance Report

The Urey Middle School annual performance report data can be accessed by clicking on this hotlink: [2012 JGSC and UMS Annual Performance Report](#)

Other performance indicators

NWEA

The NWEA assessments were completed beginning with the 2009-2010 school year. During the 2012-2013 school year, Urey administered the NWEA. This test is administered to all 7th and 8th grade students three times throughout the year. Students were tested in September, December and May in math, language usage and reading. Scores were reported using RIT scores. Below are the RIT score grade averages for each subject area tested.

NWEA						
	Mathematics		Reading		Language Usage	
	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score
Spring 2013 Grade 8	158	237	158	228	158	227
Grade 7	130	232	130	219	130	223
Winter 2013 Grade 8	156	234	156	223	157	225
Grade 7	129	230	129	218	129	222
Fall 2012 Grade 8	155	232	155	221	155	221
Grade 7	128	230	128	218	128	219

Teachers hope to use information from test results to direct instruction in the classroom, especially the reading grade level equivalency scores.

Vocabulary Improvement Strategy

Student growth will be monitored through the use of ISTEP+ and NWEA assessments.

Other information about programming and learning environment

- Each nine weeks, the school recognizes students for their academic accomplishments and extracurricular activities.
 - Honor Roll
 - Athletics
 - Co and Extra Curricular such as Drama, Yearbook, Spell Bowl, Chess Team, Solo and Ensemble, Honor Band, National Junior Honor Society and Academic Teams
- Teachers select students of the month.
- Students take the STAR reading evaluation two times each year as a tool for reading improvement.
- Accelerated Reader is used to encourage reading and to evaluate student reading performance.
- The Learning Center is available to the student for make-up work, additional instruction, test preparation, and for homework assistance.
- Other programs that have been successful and which we will continue are ZAP (Zeroes Aren't Permitted) for those with missing homework and mentoring for those who need additional or added one-on-one support, also remediation during school or during summer school for those not passing ISTEP+.
- Curriculum calendars in math and language arts are utilized to allow teachers in all disciplines the opportunity to emphasize the key concept/term/theme for that particular focus area.

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Specific Areas where Improvement is Needed Immediately

Sustained improvement is needed by our Special Education students in all areas of the curriculum. These immediate needs are evidenced by ISTEP+ disaggregated data. The faculty is dedicated to addressing and raising these scores through collaboration, best practices, and purposely altering their delivery system to students by balancing their teaching methods and activities to match learning styles, intelligences, and cultural preferences.

Through the continued use of RTI (Response to Intervention), it is our hope to reduce the number of special education student referrals. RTI will also help us provide interventions to students who would not normally qualify for special education services, and allow the students the skills necessary to work 'on grade level' in reading and math skills and standards.

Because of the newness of RTI, the staff sees a need for continued communication between staff and administration in regards to updates and methods of making this program successful.

UMS is deeply concerned about the number of students who do not complete assignments. The staff has been addressing the issue through staff development and further exploration of the causes for student apathy. A ZAP (Zeroes Aren't Permitted) program has been implemented to combat the issue, and has greatly decreased the number of students missing homework assignments. Concerns with ZAP include the following:

- Evaluation and data documenting the effectiveness
- Parent notification
- Students learning responsibility
- Fairness in time allowed to get work completed
- Consequences for habitual offenders
- Ulterior motives by students getting ZAPped

An obvious result of ZAP is that grades have dramatically improved.

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Student Achievement Strategies and Benchmarks
Attendance

Goal 1: Grade level and school average daily attendance will be at or above 96.5%

Benchmark: Attendance

Actual 2012-2013 96.28%
2013-2014 96.5%
2014-2015 96.7%
2015-2016 96.9%

Interventions: Attendance

UMS Reward Function incentives and recognitions
Faculty consistency enforcing attendance rules and infractions
Daily reporting of absences to staff
Daily calls home to the parents of absent students
Calls and/or letters from teachers to parents at fifth, sixth, seventh, eighth, and ninth tardy
Calls and/or letters to parents when students have reached the ten percent absence threshold
Students will have In-School Suspension until a parent conference can be scheduled after the 9th tardy.
Attendance contracts for students exhibiting excessive absenteeism or tardiness
Friday School assignment to make up missed classroom time
Enforcement of required doctor's excuse for greater than ten percent absence
Referral of students with excessive absenteeism to the truancy program
9 Weeks Perfect Attendance Incentive Program

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Goal Two: English/Language Arts

Goal 2: Urey Middle School will realize a 1.4% yearly increase in students passing the English/Language Arts ISTEP+.

Benchmark: English/Language Arts

During the 2012-2013 school year 74.6% of students at UMS passed the English/Language Arts portion of the ISTEP+.

2013-2014 – 76% will pass the E/LA portion of ISTEP+

2014-2015 – 1% increase in the percentage passing from the 2012-2013 school year

2015-2016 – 1% increase in the percentage passing from the 2013-2014 school year

Interventions: English/Language Arts

Writing Applications

- Writing Assignment addressing prewriting and development
- Teachers will work on assigning and grading a writing activity category (biography, responses, persuasive, technical, or a research paper)
- Use simple 6 as a checklist for a prewriting and specific rubric in all classes
- Staff will give students subject specific articles to read and respond to
- Complete sentences will be required in all subjects
- Students will use supporting evidence in their writing

Remediation of demonstrated individualized E/LA skills will be addressed through direct and computer assisted instruction (i.e. NWEA, Study Island, Wilson Reading, Read Naturally, RTI, and Essential Skills).

A subject specific writing prompt will be given each semester and scored using a modified scoring rubric. Students will receive individualized feedback and be counseled to set a goal of improving their score by at least one rubric point.

Students who did not pass ISTEP+ and were a at least 2 grade levels below grade level in the NWEA Reading RIT score will spend one class period per day in a Reading RTI course using the Wilson Reading Program and Read Naturally to build reading skills toward grade level.

Assessments may be used for the following:

- Immediate student feedback
- Aligned with Language Arts adopted series
- Summer School
- Remediation
- Placement in study hall in the Learning Center or in Students Onto Success to provide additional small group reteaching and reviewing.

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Curriculum & Instruction

Curriculum

The district curriculum, under which Urey Middle School functions, is based on Indiana's Academic Standards as well as the Common Core State Standard. Alignment of the Language Arts, Reading, and Math curricula has been implemented. Science and Social Studies have also been aligned to match the standards in each grade. The staff at Urey Middle School has moved forward in their delivery of grade

level content by implementing consistent processes in the following actions:

- Teaching of vocabulary: UMS teachers teach vocabulary with a balance of linguistic and nonlinguistic lessons.
- Writing across the curriculum: All students are writing formally by following the ISTEP+ recommended rubrics referred to as the "Simple 6".
- Assessments for each subject: All teachers monitor the progress of their students in the content area by using assessments. Results help drive remedial processes.
- Chunking Time: Teachers divide their class hour into several activities and post those activities for students to see by the daily assignments. Differentiation of classroom instruction is enhanced from this process.
- Tiered Instruction: In compliance with new laws, a tiered approach is being implemented to select intervention strategies and assessments that match students' needs.
- Celebrations: The UMS school community celebrates academic achievement by informal and formal presentations.

Academic Honors Diploma and Core 40

Urey Middle School offers an honors curriculum in both Language Arts and Math. This allows students to prepare for high school courses. High school Algebra I is offered for credit. Ninety-eight percent of the 121 students completing this course over the last four years have entered high school with two credits. Twenty two of those students went on to earn an additional two credits by also completing Geometry I during their eighth grade year. During the 2011-2012 school year 100% (34/34) of the students who were enrolled in Algebra I as 7th or 8th graders passed the Algebra I End of Course Assessment.

An Honors Language Arts course was added in 2007-2008. One hundred percent of the 27 students in the 2011-2012 8th grade cohort continued on an accelerated academic course sequence by enrolling in Freshman Honors English at John Glenn High School during the first semester of their freshmen year.

Instruction

Much of the foundation for instructional strategies has been completed over the past few years at Urey Middle School. Alignment of the curriculum and the implementation of remedial programs driven from testing data have been refined. This important ground work has set the tone for UMS to aggressively move forward with purposeful, consistent, teaching strategies by all teachers and assistants. Staff development for these strategies and processes take place during team/individual plan times, staff meetings, and professional development meetings. Following are the new processes that have been researched and implemented in the 2007-08 school year:

- Teaching of vocabulary with a balance of linguistic and nonlinguistic activities
- Daily Vocabulary Words

- Assessments in all courses
- Remediation activities based on assessments
- Celebrations for academic successes

During the 2013-2014 school year, we continue to refine and monitor the success of the newly implemented strategies and have added additional research based strategies:

- Tiered intervention strategies
- Reading RTI
- Math RTI
- Essential Skills program
- Zeroes Aren't Permitted (ZAP) program

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Professional Development

Conferences:

Indiana Council of Teachers of Mathematics
National Council of Teachers of Mathematics
NMSA National Conference
Fall and Winter District II Athletic Directors Meeting
State IIAAA Meeting
National NIAAA Conference
Open Minds Computer Conference
What's New in Children's Literature
AIME Conference
Teachers as Scholars
Academic Conferences in Indianapolis
Kay Davidson-"Simple 6" for secondary teachers
PL 221 Revisions In-service
Indiana Social Studies Teachers Conference
Acuity Assessment Training
IPLA Winter Conference with Dr. Schmucker
ISTEP+ review committee with the IDOE and CTBS
Classroom management Conference
RTI Conference and Training- Special Education Transition
Cell Phones as Teaching Tools
Northern Indiana Service Center Study Councils
"Data based Decision Making"
Indiana Reading Association Annual Conference
Textbook Caravans
The RTI Guy – Pat Quinn
ICE conference
Using Cell Phones as Instructional Devices
8 Step School Improvement Process with Ms. Pat Davenport
Common Core, Common Sense
Common Core, Math Grades 6-8
Indiana Transition to the Common Core Standards
Using Literature to Teach Health
Focus: Elevating the Essentials to Radically Improve Student Learning, Dr. Mike Schmoker

In-Services:

Harmony
Acuity ISTEP
Jim Mirabelli ~ Mathematics
Kay Davidson ~ Simple Six
Michael Clay Thompson ~ Vocabulary Development
Crisis Plan
Reading- Corporation wide
Vocabulary
IDOE Media Services

Common Core Standards with Dr. Findlay, IDOE
Common Core by the Curriculum Institute, Michael Rush
Student Learning Objectives – Anna Liedtky -- NIESC

Publications Provide For Professional Development:

Kay Davidson, *Secondary Teachers and the Simple 6*

John Medina, *The Brain Rules*

Swen Nater and Ronald Anderson, *You Haven't Taught Until They Have Learned*

Patricia Davenport & Gerald Anderson, *Closing the Achievement Gap: No Excuses*

Patricia Davenport, *Are We There Yet? Continuing to Close The Achievement Gap*

IDOE, RISE Teacher Handbook, www.riseindiana.org

Douglas B. Fisher, *Checking for Understanding*

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Statutes and Rules to be Waived

Urey Middle School is not requesting any statutes or rules to be waived.

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On-Going Three year time line

2013 - 2014	Professional Development –Staff In-service writing apps, process and language convention, Common Core State Standards (CCSS), 1:1 Laptop:Student ratio Collection of relevant data from ISTEP+, Writing Prompt, NWEA, Harmony, Local Assessments, and Student Learning Objectives (SLOs) Adjustments to improvement plan as data suggests
2014 - 2015	Collection of relevant data from ISTEP+, Writing Prompt, NWEA, Harmony, Local Assessments Comparison of pre and post data Adjustment to improvement plan as data suggests Professional Development
2015 - 2016	Collection of relevant data from ISTEP+, Writing Prompt, Harmony, NWEA, Local Assessments Comparison of pre and post data Evaluate comparison and determine next steps based on current data and effectiveness of current course of action Professional Development Adjustment to improvement plan as data suggests

