

Evidence Cluster #4:

Assessing/Auditing a School's Organization and Management Procedures

by

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A paper submitted for

Add-On School Administration licensure portfolio requirements

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April 24, 2013

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Abstract

While not written about as prolifically as instructional leadership, organizational management is also essential to the success of a school and the ability of teachers and administrators to positively impact student achievement. Good instruction in the classroom must be supported by schedules, budgets, and communication procedures that allow teachers to effectively focus on improving student achievement. The approach that leadership takes to each of these components highlights their values and signals to stakeholders where priorities lie. Thus, my action plan capitalizes on both an unexpected mid-year teacher allotment opening and modifications to the master schedule to maintain an emphasis on coaching as an effective job-embedded professional development and teacher empowerment strategy.

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Assessing/Auditing a School's Organization and Management Procedures

Much has been written about the importance of a principal being a strong instructional leader; however, in order to focus necessary energy on improving student learning, the principal must also manage an organizational structure that allows students and teachers to function in a clean, safe, and efficient environment. Even though shared leadership models that value stakeholder input in school decision-making are desired, today's schools are also still somewhat hierarchical. A leader must be able to make decisions about day to day management when it may not be feasible or timely to consult others, or they may be restricted by state or local policies (Gunbayi, 2011; Marzano, Waters, & McNulty, 2005). Thus, school organization and management encompasses a broad spectrum of duties from the more mundane obligations like pest control, buses, and supplies to more significant responsibilities like managing school communications and the budget and developing a master schedule that maximizes instructional time. These components are successfully managed through both administrative decision-making and collaboration with school leaders.

Leeds Middle School Organizational Components

An analysis of the 2012 North Carolina Teacher Working Conditions Survey indicates strengths and weaknesses with current Leeds Middle School (LMS) organizational management. On the 2010 survey, 81.8% of the staff responded that LMS was overall a good place to work and learn but in 2012 that rate declined to 76.8%, below state and district averages in both years. Specifically, teachers indicated dissatisfaction in several areas. In both years, teachers routinely rated LMS below their district counterparts for having adequate non-instructional time and minimal interruptions to instruction, less than 70% satisfaction in both areas. Additionally, barely half of the teachers indicated that they felt protected from additional duties and paperwork that interfered with their instructional and planning time. On the other hand, 80% to 95% of

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teachers indicated satisfaction with school cleanliness, space, and overall management of the physical environment.

Budget management. In the current economy, budgeting or “the allocation of those specified, and far too often, scarce sources of funding dollars at the school level” is paramount to any administrator’s vision for a successful school (Sorenson & Goldsmith, 2006, p. 6). Pursuant to North Carolina General Statute §115C-105.25 local school boards must give schools maximum flexibility to use funds to accomplish their goals as long as federal, state, and local regulations are met. In reality, the dwindling public school budget has limited that flexibility.

LMS receives funding from multiple sources at the federal, state, and local level as well maintains a general fund to cover expenses not allocated for at other levels. Federal money is limited by law for specific uses and only comprises a small portion the budget, particularly funding the Exceptional Children’s program. Although LMS technically qualifies for federal block grant Title I funding with 75% of students receiving free and reduced lunch, the district declined it in 2009 in order to avoid No Child Left Behind sanctions. State funding generally comes from a combination of property tax, income tax, and sales tax revenues and is also earmarked for expenses defined by the legislative budget. State funded expenses may include salaries, instructional supplies and textbooks, professional development, and at-risk student services. In contrast, local funds may be used for day to day operational expenses such as building utilities, maintenance, local supplements, substitute pay, insurance, and staffing beyond state allotments. Local funding, comes from property taxes, local sales taxes, sumptuary (sin) taxes, and fines and forfeitures from the court system. Again, this money is often ear-marked for specific purposes and provides little flexibility in use.

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Because of the categorical nature of state and local funding, there are certain building level expenditures that are not covered. These expenditures can include student and staff recognitions, refreshments for stakeholder meetings or celebratory events, office supplies and postage, helping disadvantaged students with school or hygiene supplies or clothing, and any other expense not covered from other funding sources. To raise money for building level or general funds, schools can conduct fundraisers but must adhere to both state and local school board policies governing fundraisers. For example, Lincoln County School Board policy specifically prohibits the use of raffles by a school. However, raffles can be conducted by booster clubs or parent-teacher-organizations.

Human resources. For the most part, LMS operates under a shared leadership model with three administrators and a School Improvement Team (SIT) that work together in a successful organization. Besides the principal who is ultimately responsible for the whole building, the two assistant principals have specific roles to improve communication. The assistant principal of administration primarily handles all discipline, buses, and the care and maintenance of the building while the assistant principal of instruction is responsible for curriculum issues and all Exceptional Children issues. The state allotment for administration only pays for one assistant at the middle school level, but my district pays for second assistant out of local funds.

In addition, we have 46 certified instructional staff members and 11 non-certified staff members. There is also my position as instructional coach, one media-specialist, and two guidance counselors. Teachers, assistant principals, and instructional support personnel like media specialists and guidance counselors are covered under allotments determined by a class-size formula that includes salaries, benefits, and retirement and social security costs. On the other

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hand, non-instructional classified personnel and teacher assistants have dollar allotments which allow schools to hire within their allotted funds. Positions in the Exceptional Children, English as a Second Language, and Academically-

Intellectually Gifted programs are not part of the regular allotment and are based on a head-count formula paid from state and federal funds.

Similarly, the Career and Technical Education department receives its allotment in months of employment which especially impacts high school scheduling for the vocational classes.

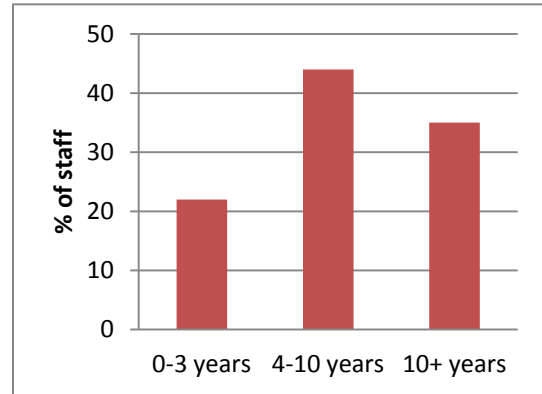


Figure 1. LMS teacher experience levels based on 2011-2012 North Carolina School Report card data.

The instructional staff at LMS has a broad range of experience. The 2011-2012 North Carolina School Report Card for LMS shows that almost 80% of the staff has four or more years of experience with almost one-third having 10 or more years of experience (see Figure 1). However, that still leaves 20% of the teachers as initially licensed new teachers. In addition, 10 teachers were Nationally Board Certified and 24% of the staff had an advanced degree last year.

Organizational structure. Since becoming a middle school in 1991, LMS uses a grade-level team structure arranged in various configurations of two, three, and four teacher teams who teach the core subjects of reading, math, social studies, and science. While two-member teams are recommended at the middle school level to increase personalization and decrease transitions, teacher certifications limit our flexibility (George, 2004; Fisher & Frey, 2007). While most of the sixth grade teachers are K-6 certified and can, therefore, teach multiple subjects, very few eighth grade and seventh grade are dual certified. Thus, by necessity, both our seventh and eighth grades currently use four-man team configurations.

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Academically-gifted students are served outside of their teams in a separate advanced language arts class with a teacher who loops in sixth, seventh, and eighth grade. The advanced math students are homogenously grouped on a team and scheduled into an advanced math class that is taught by a grade level math teacher. However, because many of the students are gifted in both areas, it creates an unintentional tracking system in which a majority of the gifted students are on the same team and travel together most of the day. Exceptional Children may also be served off their teams in resource reading and math classes or on team in inclusion classes in addition to two self-contained classes that serve the mild and moderate intellectually handicapped students.

Scheduling. Under the current master schedule (see Attachment C), each of the core subjects are 55 minutes in the master schedule which is slightly below the minimum 60 minutes recommended for middle school (George, 2004; Fisher & Frey, 2007). However, as George (2004) insists is necessary, administration gives teams the flexibility to adjust their schedule within their block of time for the core classes of English, math, social studies, and science in order to meet special needs like a guest speaker or complex lessons or projects. In addition to the core classes, there are eight possible encore classes such as physical education, music/band, art, business, technology, and at-risk student services. Currently, students attend two every day for back to back 45-minute periods giving core teachers their 90-minute common planning period and providing essential time for collaboration (Fisher and Frey, 2007; Marzano, 2003). Most encore classes occur on a 9 weeks cycle, except PE which alternates with health at the semester break and band which is year-long. However, the organizational structure of the master schedule is a source of tension for some teachers as North Carolina General Statute §115C-105.27 requires at least five hours a week of duty-free planning time. Under our current schedule, elective

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teachers have a longer planning period. Additionally, while North Carolina General Statute §115C-105.27 requires duty-free lunch for all teachers, encore teachers have duty-free lunch every day while grade level teachers only get duty-free lunch once a week on a rotating schedule. Although these issues have been brought to SIT, there has been no action.

In our current master schedule, the entire school begins its instructional day with a 30-minute Self-Selected Reading (SSR) program where most students read silently in a book of their choice while teachers do one-on-one conferences with students about what they are reading. Encore teachers are selectively used to cover classroom teachers when they are absent. Pride Time is also used to work with non-readers and EC students in foundational reading skills using the research-based Corrective Reading program. Instead of attending SSR, these students work with selected staff members five days a week to improve fluency. Twice a week, selected students are also pulled from SSR to participate in targeted math and reading remediation.

Additionally, two years ago a 30-minute physical activity time (PAT) was formally incorporated into the master schedule around each grade's lunch period in response to North Carolina's Healthy Active Child legislation which requires 30 minutes of additional physical activity time. While it was added to the master schedule, there were no school-wide procedures or expectations developed to govern it. Therefore, it essentially is unstructured recess time, and 2011-2012 Educator Handbook discipline data shows that not only did discipline referrals almost double last year, a significant number of them occur during the PAT periods between noon and two o'clock. In response, during the summer 2012 school improvement plan meetings, SIT, including myself, focused on communicating expectations for both teacher monitoring and structured activities to minimize discipline referrals.

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Teacher Allotment and the Instructional Coach

Another unique feature to the LMS organizational structure was my position as instructional coach since no other school in the district has my position. As instructional coach, I was directly involved in delivering school-wide staff development, facilitating collaboration, and working with teachers in their classrooms to improve instruction.

In 2007 I was hired by administration and SIT as the literacy coach for LMS after nine years of teaching 8th grade English Language Arts also at LMS. Initially, my position was funded

by a state grant with monies allocated by the legislature specifically for hiring literacy coaches in poorly performing middle schools across the state. At that time, LMS was deep in No Child Left Behind Sanctions and had never met its Adequate

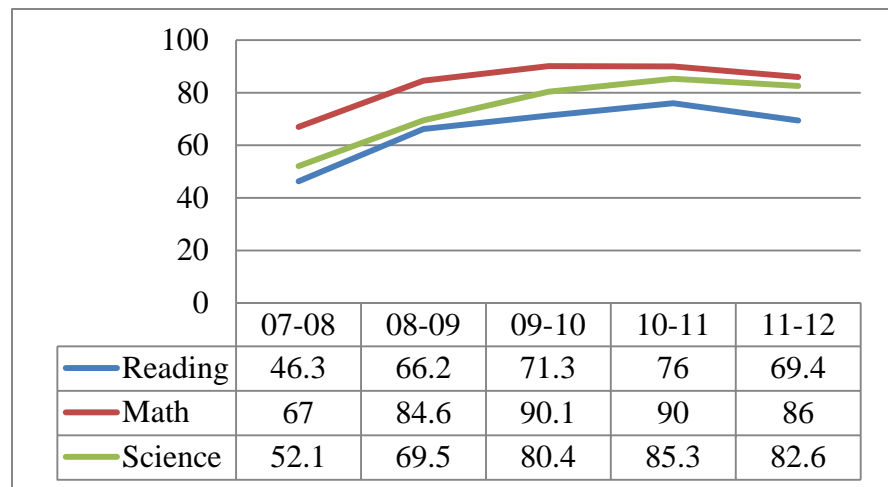


Figure 2. LMS EOG Proficiency Percentages from 2012 School Improvement Plan data profile. This figure shows a period of rapid student achievement growth followed by last year's decline.

Yearly Progress goals. In 2009, the grant was de-funded as part of state-wide budget cuts; however, my district continued to fund the position with federal Title I funds for one additional year as LMS student achievement rates were still rising. At the end of the year, LMS's achievement data had risen so significantly that we were no longer in sanctions and were now a NC School of Distinction with 80% overall proficiency (see Figure 2). As a result, the district

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declined our federal Title I monies to avoid future sanctions even though 75% of our student population still qualified for free and reduced lunch.

Since Title I money was no longer available to fund my position, the district split my time at a Title I elementary school and funded my LMS half with federal Title II funds with the stipulation that I also provide district-wide staff development, a Title II requirement. My title also changed from literacy coach to instructional coach since my focus had broadened per the LMS School Improvement Plan to include professional development in instructional best practices across all content areas. Although LMS's scores continued to show improvement at the end of the 2010 school year, LMS administration and SIT were not satisfied with the split-time arrangement. Therefore, SIT unanimously voted to use a state teacher allotment position to bring my position back full-time to LMS even though it increased grade-level class sizes. At the end of the 2011 school year, achievement scores rose yet again, and SIT voted again to use a teacher allotment position to maintain my instructional coach position for another year.

In addition to rising achievement scores, North Carolina Teacher Working Conditions Survey results also showed support for the instructional coach position. In both 2010 and 2012, over 95% of the staff felt that the on-site professional development enhanced their instruction and enabled them to meet the needs of their students. A similar majority also felt that adequate time and resources had been devoted to professional development. Additionally, in both years, over 90% of the teachers were satisfied with the instructional supports they were provided and felt encouraged to try new things. Indeed, Fisher and Frey (2007) maintain that consistent school-wide instructional strategies facilitated through sustained, job-embedded professional development create predictability for middle school students at a time when they are otherwise experiencing physical and social transitions.

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One of the reasons that I believe the instructional coach position was embraced by the staff was their input at every step. SIT was involved in the decision-making in both the hiring of and the continuation of the position. As the coach, I surveyed the staff every year about professional development needs and with them, analyzed both the Teacher Working Conditions Survey and student achievement data to identify areas of need. Because the position was completely new to our school, involving teachers was essential to my success because of the deep level of second order change it initially represented. Introducing a coaching model into the school while simultaneously being labeled an under-performing school required sensitivity to staff concerns. As Marzano, Waters, and McNulty (2005) remind us, change can be messy but that doesn't mean something good won't come from it.

Losing the Instructional Coach

Unfortunately, in October of 2012 I made the difficult decision to leave my position as instructional coach when I accepted a position as Assistant Principal of Instruction at another middle school. While this was an exciting opportunity for my career, it left my principal with some complex decisions to make since my absence created an open teacher allotment position in the middle of the year. Although adding a teacher to a grade level would lower class sizes at one grade level, it would also disrupt the teaming structure in the middle of the year. Therefore, my principal decided to use the teacher allotment position to re-hire a reading remediation teacher into the elective schedule since student achievement in reading was consistently lower than math and science achievement data (see Figure 2) and that position had been cut the year before. His decision abruptly ended a successful coaching climate that had been carefully cultivated through collegial relationships.

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Action Plan Narrative

While the principal felt he had to act quickly to fill an open teacher allotment position and acted with no SIT input, I would have taken a different approach. I would have taken time to involve SIT to brainstorm other ideas for continuing the momentum of our successful coaching climate. Since SIT had already shown a commitment to utilizing coaching as a school improvement tool, I feel it is important for the principal to continue to value that input. To abandon that approach now without utilizing SIT sends the signal to the staff that the principal no longer values the coaching model. Unfortunately, this can powerfully impact stakeholders perceptions and make future attempts to bring back coaching more difficult (Marzano, et al., 2005; Oreg & Berson, 2011).

Instead of hiring a remediation teacher to fill the position and abruptly ending the coaching model that had been carefully and successfully cultivated for the last five years, I would have used the allotment position to hire a long-term certified substitute. The substitute's interim contract would only be good until the end of the year, and he or she would be used to provide release time for teachers to observe other teachers and reflect on those observations in a peer coaching format. When release time or coverage isn't needed, the certified substitute would work inclusion style in classrooms where data showed a high need for additional support. In the wake of losing a full-time instructional coach, the substitute would allow the staff time to move from a single coach structure to peer coaching without overwhelming staff with additional duties. It would also give me, as the administrator, time to work with SIT and other teacher leaders to improve the master schedule and other organizational components to ensure that peer coaching will fit into the overall organizational management structure of the school without negatively impacting teacher's instructional and non-instructional time.

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Since I communicated with my administration during the interview stage and was held to my school for three weeks after being awarded the position, I would have used that time to work with teacher leaders to identify and train grade level peer coaching chairs. These peer coaching chairs would not only conduct peer observations themselves but would also facilitate conversations among other staff members who will be conducting peer observations. Rather than use volunteers, I would approach specific people based on both their instructional effectiveness and their collegiality and professionalism when working with their colleagues. Glickman (2002) says it is important that teacher leaders in this role be good listeners and respect concerns. Just like when my own instructional coach role began at the school, these peer coaching chairs will need time to develop successful relationships, build trust, and work out how their role can be most effective at helping colleagues improve instruction. In addition, having more than one lead peer coach means they can work together with SIT to define their roles and then use each other as a support network.

As I described earlier, coaching is already an established part of the school culture and survey and achievement data as well as SIT votes show that it is readily accepted by most of the staff. However, the staff is more familiar with being coached than doing the coaching themselves. Thus, it will be important to train the peer coach leaders and later the staff themselves on how to develop positive coaching relationships and how to guide conversations focused on improving instruction by modeling peer coaching conferences and reading professional articles. While eventually, I would like for peer coaching to focus on providing feedback to make instruction more effective, Glickman (2002) recommends starting with peer observations to acquaint teachers with each other's teaching strategies in general. He maintains starting at this level also requires less initial training. Since this change is occurring mid-year, it

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will be important to start slowly and recognize that teachers already feel dissatisfied with their planning times.

Since this would be happening abruptly in the middle of the year, my expectations would start small by asking that each staff member conduct at least two peer observations and post-conferences of their choosing by the end of the year. However, one observation will be in their content area while the other observation will be outside their content area. Glickman (2002) recommends initially allowed teachers flexibility in their choices in order to build their comfort with peer observations and increase buy-in. In addition, it promotes “the philosophy that every teacher has a unique teaching style and delivers instruction differently. Teachers are encouraged to view diversity as a learning opportunity rather than a reason to judge” (Semadeni, 2010, p. 67). At the end of the year, the peer coaching chairs, myself as the administrator, and SIT can discuss whether to continue using a flexible observation schedule allow staff to do peer observations where they are most comfortable or to schedule them into specific observations in order to address individual professional growth needs.

Using a peer observation form (see Attachment B) will initially help focus the observer’s on the lesson and guide post-conference reflections so that they are constructive. The grade level peer observation chairs will train the staff on how conduct a peer observation and engage in constructive post-observations by participating in the initial post-conferences and modeling conferences with teachers. While the certified substitute will be used for release time for observations, post-conferences will initially be conducted after school or during morning SSR time with the observer, person being observed, and the grade level peer conference chair. In addition, both Glickman (2002) and Steinbacher-Reed & Powers (2011) recommend that administrators help cover classroom in order to show commitment to the movement and

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familiarize themselves with classroom teachers' needs. To provide additional release time next year after the certified substitute is no longer an option, the Pride Time schedule (see Attachment E) can be revamped in order to pair up every team with an encore teacher who will cover the SSR group of any teacher on that team who is either conducting remediation or participating in a peer observation post-conference. This will provide teachers additional release time without sacrificing instruction or planning time.

While we will be able to use the certified substitute for the remainder of the year in order to provide release time for training, observations, and post-conferences, the master schedule will need to be adjusted to continue after the sub is replaced with a grade level teacher for the next year. Re-hiring a full-time instructional coach is not likely as state budget cuts continue to force a reduction in teacher allotments. Likewise, redoing the master schedule will enable us to fix other master schedule issues such as dissatisfaction with planning time and the physical activity time block. I will draft a new version of the master schedule (see Attachment D) but will get input from SIT before implementing. Compared to our current master schedule (see Attachment C), the new draft lengthens both core and encore class time by five minutes by eliminating the physical activity time that is a source of major discipline issues. Core teacher planning time will be increased to 100-minutes which will allow 40-minutes a day to be allocated to peer observations, post-conferences, and professional learning community time while still maintaining the five hours a week required duty-free planning time. Additionally, since PAT has been removed from the master schedule, I propose adding a weekly intermural to the SSR schedule as well as incorporating active learning strategies into classroom instruction as movement can have a powerful impact on student learning anyway (Jensen, 2005). Students

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benefit from additional physical activity and social time while teachers can use the intermural day to engage in peer coaching post conferences.

Reflection

An organization is only as successful as the integration of its individual parts. Not only must school stakeholders work together to create a successful learning environment for students, so must the management of budgets, time, and resources. How these elements are organized, distributed, and communicated to new members validate the underlying values and assumptions of the whole organizational culture (Gunbayi, 2011; Oreg & Berson, 2011). Thus, my action plan seeks to utilize human resources and time in order to maintain an essential organizational value focused on collegiality and best practice instruction for students. Given the wide range of teacher experience within the school, moving to a peer observation model and eventually a peer coaching model balances an unexpected loss of resources while still providing the opportunity for teachers to learn from one another. Both new and veteran teachers alike will gain from the experience as it enables all teachers to become experts and share that expertise with each other. And perhaps most importantly, “professional development becomes an opportunity to learn with colleagues rather than something to resent or fear” (Semadeni, 2010, p. 69). It will be obvious that peer coaching has become an integral part of the school’s organizational structure when teacher go beyond minimum requirements to observe and learn from each other. Peer observations will become peer coaching and could even result in group analysis if videotaped lessons. Such job-embedded professional development coupled with a master schedule that maximizes and protects instructional and planning time will have a positive impact on student achievement.

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Appendix A:

Leeds Middle Action Plan

<p>School Improvement Goal: To maximize scheduling and human resources in order to continue a coaching initiative</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Provide at least 60 minutes of core instructional time in the master schedule • Provide at least 30 minutes a day for peer coaching activities for all staff <p>Strategies:</p> <ul style="list-style-type: none"> • Redesign the master schedule • Restructure PrideTime to include additional release time and address physical activity time

Action Step	Responsible	Resources Required/Budget	Potential Barriers	Due Date
Identify and train grade level peer coaching chairs	Administration	<ul style="list-style-type: none"> • Articles on peer coaching (Ed Leadership – October 2011) • Refreshment budgets 		December 2013
Hire certified substitute to fill instructional coach position and provide teachers with release time for peer observations	Principal	<ul style="list-style-type: none"> • Interview team & questions 	Lack of qualified options	January 2013
Create peer observation/coaching form	Peer Coaching Team	NA		
Training for staff on peer observations/coaching form	Peer Coaching Team	<ul style="list-style-type: none"> • Release time PD • Refreshment budget 	Resistance to peer coaching format	February 2013
Add weekly intermurals into PrideTime schedule to provide additional release time and add weekly PAT time	Administration SIT	NA		June 2013
Redo master schedule to eliminate PAT time, lengthen class size, and maximize planning time for collaboration	Administration SIT	NA		June 2013

<p>Evidence of Success:</p> <ul style="list-style-type: none"> • Continued student achievement success • Maintained Teacher Working Conditions at 90% and above in Instructional Support and Professional Development categories <p>Evaluation Process:</p> <ul style="list-style-type: none"> • Monitoring schedule changes for intended purpose • Peer observation data

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Appendix B

Name: _____ Teacher Observed: _____ Date/Time: _____

Lesson Title: _____ Lesson Objective/Focus: _____

Lesson (what did you observe—teacher action, student action)	Interesting (lesson, classroom management, classroom climate)
Questions	Extension (ideas for use in your own classroom)

_____ Date _____

Observer

_____ Date _____

Reflection Partner (Observee and/or Administrator)

Appendix C

2012-2013 LMS Master Schedule

6th Grade

Homebase	AA	1 st P	2 nd P	Planning	Lunch/PAT/4 th P	5 th P
7:45 – 8:00 (15 min)	8:00-8:30 (30 min)	8:30 – 9:30 (60 min)	9:30-10:30 (60 min)	10:30-12:00 (90 min)	12:00-12:30 Lunch 12:30-12:55 PAT 12:55-1:55 (60 min class)	1:55-3:00 (60 min + 5 min locker time)
ELECTIVES: A: 10:30 – 11:15 B: 11:15 – 12:00 (45 minute classes)						

7th Grade

Homebase	AA	Planning	1 st P	Lunch/PAT/2 nd P	3 rd P	4 th P
7:45 – 8:00 (15 min)	8:00-8:30 (30 min)	8:30 – 10:00 (90 min)	10:00-11:00 (60 min)	11:00-11:30 Lunch 11:30-11:55 PAT 11:55–12:55 (60 min class)	12:55 – 1:55 (60 min)	1:55-3:00 (60 min + 5 min locker time)
ELECTIVES: A: 8:30 – 9:15 B: 9:15 – 10:00 (45 minute classes)						

8th Grade

Homebase	AA	1 st P	2 nd P	3 rd P/Lunch	4 th P	Planning
7:45 – 8:00 (15 min)	8:00-8:30 (30 min)	8:30 – 9:30 (60 min)	9:30-10:30 (60 min)	10:30 – 11:30 (60 min class) 11:30-12:00 Lunch	12:00 – 1:00 (60 min class) 1:00-1:30 (PAT + 5 min locker time before electives)	1:30– 3:00 (90 min)
ELECTIVES: A: 1:30 – 2:15 B: 2:15 – 3:00 (45 minute classes)						

Elective Planning/Lunch: 10:00 – 10:30 (30 minutes) 12:10 – 1:30 (80 minutes)

Appendix D

Proposed LMS Master Schedule DRAFT

6th Grade

Homebase	AA	1 st P	2 nd P	Planning	Lunch/4 th P	5 th P
7:45 – 7:55 (10 min)	7:55-8:25 (30 min)	8:25 – 9:30 (65 min)	9:30-10:35 (65 min)	10:35-12:15 (100 min)	12:15-12:45; 12:45-1:50 (30 lunch + 65 min class)	1:50-3:00 (65 min + 5 min locker time)
ELECTIVES: A: 10:35 – 11:25 B: 11:25 – 12:15 (50 minute classes)						

7th Grade

Homebase	AA	Planning	1 st P	Lunch/2 nd P	3 rd P	4 th P
7:45 – 7:55 (10 min)	7:55-8:25 (30 min)	8:25 – 10:05 (100 min)	10:05-11:10 (65 min)	11:10-11:40; 11:40-12:45 (30 lunch + 65 min class)	12:45 – 1:50 (65 min)	1:50-3:00 (65 min + 5 min locker time)
ELECTIVES: A: 8:25 – 9:15 B: 9:15 – 10:05 (50 minute classes)						

8th Grade

Homebase	AA	1 st P	2 nd P	3 rd P/Lunch	4 th P	Planning
7:45 – 7:55 (10 min)	7:55-8:25 (30 min)	8:25 – 9:30 (65 min)	9:30-10:35 (65 min)	10:35 – 11:40; 11:40-12:10 (65 min + 30 lunch)	12:10 – 1:20 (65 min + 5 min locker time before electives)	1:20– 3:00 (100 min)
ELECTIVES: A: 1:20 – 2:10 B: 2:10 – 3:00 (50 minute classes)						

Elective Planning/Lunch: 10:05 – 10:35 (30 minutes) 12:15 – 1:20 (65 minutes)

Appendix E

Revised Pride Time Schedule

(Promoting Reading Investigating Discussing Exploring)

	Monday	Tuesday	Wednesday	Thursday	Friday
6 th Grade	Intermurals	Math Remediation	SSR	Reading Remediation	SSR
7 th Grade	SSR	Math Remediation	Intermurals	Reading Remediation	SSR
8 th Grade	SSR	Math Remediation	SSR	Reading Remediation	Intermurals

- Students not in remediation will do SSR
- SSR & Conferencing starts at 8:00 and ends at 8:30!!

Pride Team Assignments

Team

Encore Teammate

6th Team 1
6th Team 2
6th Team 3
6th Team 4

Guidance counselor #1/PE Teacher #1 (T/Th only)
Band/ PE Teacher #2 (T/Th only)
Technology/ PE Teacher #3 (T/Th only)
Health teacher/Guidance counselor #2

7th Team 1
7th Team 2

Art teacher/Chorus
CIS/ESL teacher

8th Team 1
8th Team 2

Media specialist/Business Marketing teacher
Media assistant/AIG teacher

- Self-contained teachers will use classroom assistants for coverage
- Encore teachers who are absent should leave in their sub plans for their sub to report to SSR. This is very important so that classroom teachers can still do their remediation

Corrective Reading

Grade Level EC Teachers