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Showcase of Schools

Imagine that you notice a large pond that is stagnant and that you are enticed to create some type of movement or change in the water. As you near the edge, you notice the pond is surrounded by numerous stones. You reach down, pick up a stone, and toss it as far out into the center of the pond as your strength allows. While lying beside the pond, the stone had no impact on the water, but once tossed in, it disturbs not only the stillness of the water where it lands but also emanates ripples from its landing place that eventually reach the perimeter of the pond.

An unshared inquiry is like the stone lying beside the pond. Unless that inquiry is tossed into the professional conversation that contributes to the knowledge base for teaching and administration, it has little chance of creating change. However, once tossed in, it disturbs the status quo of educational practices, creating a ripple effect that begins with the team and their immediate vicinity (the teachers and students in the building) and emanates out to a district and a state, eventually reaching and contributing to a transformation at the perimeter of practice — in the education profession itself!

Dr. Nancy Dana
(*Leading with Passion and Knowledge*, 2009, p. 135-136)

Schedule

Time	Event	Table Selected
11:15 am - 11:45 am	Session 1	
11:45 am - 12:30 pm	Reflection & Lunch	
12:30 pm - 1:00 pm	Session 2	
1:05 pm - 1:35 pm	Session 3	
1:40 pm - 2:15 pm	Showcase of Schools Celebration	

Table 1
Rhonda Peterson, Facilitator

∞*Increasing the Collaborative Culture Through Instructional Rounds Framework*

Melissa Morris, Arlington Elementary
Melissa.morris@ftcsc.k12.in.us
Team Members: Joanne Warner, Lisa Eck

Arlington Elementary undergoes the Action Research process to define our beliefs about classroom culture and practices and implement a framework that allows teachers to experience otherwise inaccessible experts in our building.   This process includes laying the foundation of this framework by defining best practices, observing other teachers' classrooms and using their ideas to cultivate new ideas, and debriefing/ collaborating with a team after the observation is complete. Arlington Elementary School's Instructional Round Framework has made a marked impact on our staff.

∞*Instructional Rounds: Learning From Each Other*

Melissa Pancake, Benjamin Franklin Elementary
pancakem@vcsc.k12.in.us
Team Members: Amy Holscher, Hannah Schickel

Educators acquired knowledge of different instructional strategies that they could use in their classrooms. After observing a classroom, groups of three or four were able to collaborate and reflect upon what was modeled. Teachers learned new strategies for improving instruction and behavior management, while also reaffirming practices already in place.

Table 2
David Robertson, Facilitator

∞*How Can We Improve Culture By Creating Norms and a Team Environment?*

Stephanie Miller, McCordsville Elementary
stephanie.miller@mvcsc.k12.in.us
Team Members: Courtney Streicher, Laura McWilliams

We began this year by creating norms for interactions during PLCs, meetings, etc. We then developed team building activities that we implemented regularly through the year.

∞*PLC Collaboration: Our Journey Towards Increasing Student Achievement*

Katrina Overton, Waterford Elementary School
koverton@goshenschools.org
Team Members: Julea Ciesielski, Shelley Kauffman

According to Marzano, Heflebower, et al. in *Collaborative Teams that Transform Schools*, "The majority of collaborative teamwork should fall into the category of high-depth interactions: discussing research-based instructional strategies, planning lessons, reviewing assessment data, and so on. To ensure this, protocols for productive collaboration should be set up from the beginning and their implementation monitored over time" (p. 27). Based on this research, we wondered how the creation, implementation, and reflection of grade-level norms would impact productive collaboration and student achievement at our school by strategically focusing on student work.

Table 3
Heather Whitaker, Facilitator

∞*Promoting Positive Partnerships*

Audrey S. Barnes, Brook Park Elementary
audreybarnes@msdlt.org
Team Members: Christina Garmon, Stephanie Wiese

This presentation will outline our school's journey on how we began the process of building stronger collegial relationships to promote a positive schoolwide climate. Our team will present how we implemented professional development, team building activities, and staff outings to encourage and strengthen relationships within our school.

∞*How Does Collaboration During the School Day Help Staff Understand and Address Curriculum Gaps Between Grade Levels?*

Erica Tomano, Judge Haynes Elementary
etomano@jayschools.k12.in.us
Team Members: Krystal Centers, Jeff Heller

By being intentional with our schedule, we have provided time for critical and insightful discussions among our grade levels. This collaboration time has helped address curriculum gaps and gain an understanding of standards, discipline, and expectations at different grade levels.

Table 4
Todd Slagle, Facilitator

∞*Mindset Shift*

Christy Merchant, Waldron Elementary
cmerchant@ses.k12.in.us
Team Members: Tonya Wendling, Lezlie Stocklin

Our school is working to move from a fixed mindset to a growth mindset. In the past, we were very successful at showing high performance marks by "getting all the kids in the green." We want to encourage and motivate our students towards consistent growth rather than only hitting a certain mark. We are interested to see the correlation between student goal setting and growth on their benchmark assessments.

∞*Focusing on Teacher Data Literacy*

John Ralston, Perry Meridian Sixth Grade Academy
jralston@perryschools.org
Team Members: Crystal Livesay, Kelly Swisher

This presentation will outline the journey Perry Academy took this year to address the different levels of data literacy (understanding and using data to identify skill gaps) that existed within our teaching staff. Our team will present how we identified the different levels of data literacy and the steps we took to address these differences. We will also discuss results of the pre and post surveys administered to our teaching staff.

Table 5
Rex Ryker, Facilitator

∞*Rigor Walks: The PD Hiding Right Under Your Nose*

Candace Nortey, The Early Learning Center at Mary Castle
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Team Members: LaMonica Henson, LaNesha Tabb

Are you looking for PD that's free, low-prep, and has a huge impact on student achievement? If so, then Rigor Walks are for you! Rigor Walks provide your teachers with time to observe each other teach and to talk about teaching and learning. The best PD happens in the workplace rather than in a workshop!

∞*Define Expectations. Achieve Growth?*

Leslie Draper, Inspire Academy
ldraper@inspiremuncie.org
Team Members: Kelly Miller, Bridget Duggleby

We set out to more clearly define a school-wide set of daily instructional expectations and then build professional goal setting, learning walk feedback, and communication around the list of expectations. We are wondering if this strategy will positively impact student achievement and teacher rapport.

Table 6
Angie Lewis-Hawkins, Facilitator

∞*What Do You Want From Me? Communicating Expectations of Instructional Practices*

Dan Jack, Greenfield Central Junior High School
djack@gcsc.k12.in.us
Team Members: Darcy Carr, Katie Sangiorgio

Using data from the High Reliability Schools™ surveys, our staff created common vocabulary and expectations for instructional practices. This presentation will describe how we identified best practices, communicated clear expectations and instituted peer observations with feedback.

∞*Curriculum Blitz*

Chad Rodgers, Mt. Vernon Jr. High School
rodgerscl@mvschool.org
Team Members: Staci Reese, Christine Franklin

A journey in restructuring and redefining our teacher Team Time while also transforming and renaming PROFESSIONAL DEVELOPMENT.

Table 7
BeAnn Younker, Facilitator

∞*Instructional Rounds*

Ryan Clark, Clark Middle School
clarkr@vcsc.k12.in.us
Team Members: Andrea Hess, Jo Ann Lane

Our team created a schedule for teachers to visit other teachers' classrooms. They observed teaching styles that differed from their own in an attempt to add some tools to their toolboxes. The teachers were surveyed after this initial trial run, and we plan to present the process as well as the feedback in this presentation.

∞*School-Wide Instruction Model, Teacher Goals, and Student Engagement*

Karen Wesely, Charlestown Middle School
kwesely@gccschools.com
Team Members: Aimee Bowling, Christy Tolliver

We set out on a journey to get teacher buy-in to best practices while increasing student engagement. We wanted to see if reflection on walkthrough data would produce a school-wide model of what should be happening in our classrooms. We hoped this would lead to higher rates of student engagement.

Table 8
Dave Maugel, Facilitator

∞*Walkthroughs - Keys to Quality Feedback & Teacher Growth*

Rebecca Daugherty, Ben Davis University High School
rebecca.daugherty@wayne.k12.in.us
Team Members: William Sibley, Crista Carlino

Do you struggle to find time to provide consistent instructional feedback to your teachers that is valuable and used to foster professional growth outside of the formal observation process? Hear about our journey at BDU to strengthen our walkthrough process, promote a collegial environment within our administrative team to maintain consistency, and revise our walkthrough form to ensure quality feedback and teacher growth through a peer observation process.

∞*Chris and the Great Glass PCM Elevator*

Chris Kuhn, MSD of Wabash County
kuhnc@msdwc.k12.in.us

In my position I wear many hats. My primary responsibilities are overseeing the finance and operation side of the corporation. Communication is a key role in any leadership position, and stepping into a new position it is important to understand how to deal with the many different personality types that you have in an entire corporation. It is easy to lead and communicate one way, but that message is not always best received with that type of management. It is important to understand the different personality types and meet them where they are at and not necessarily rely on them to meet you where you are at.

Table 9
Mike Krutz, Facilitator

∞*Can Teachers Describe the Major Components of Our School-Wide Model of Instruction?*

Ann-Marie Circle, Delphi Community High and Middle School
circlea@delphi.k12.in.us
Team Members: Jennifer Landis, Doug Nelson, Theresa Traver

On our school data from the Marzano Research team, our feedback on the indicator "I can describe the major components of our school-wide model of instruction" was our lowest score. Since instruction is the most important factor in student achievement, this caused concern. Therefore, the purpose of our action research is to develop a school-wide, teacher driven model of instruction.

With this purpose, we wonder if by having the teachers and staff create a school-wide model of instruction, would this improve instruction and students' academic success overall?

∞*Character Education - The Impact of a Positive Behavioral Support Program*

Matt Sandefer, North Knox Jr/Sr High School
msandefer@nknox.k12.in.us
Team Members: John McClure, Aaron Hall

North Knox Jr/Sr High School examined how the implementation of a weekly unified character education program impacted the climate of our school. Will teaching weekly lessons on respect and responsibility impact a positive change on our student body? The utilization of an accompanying positive behavioral support program was examined.

Table 1
Rhonda Peterson, Facilitator

∞*Shared Instructional Strategies and Expectations*

Rae Ann Schuerman, Vaile Elementary School
raeannf@rcs.k12.in.us
Team Members: Rebecca Lafuze, Jennifer Service

This presentation will be a brief look at our journey into developing a school-wide instructional strategies document, and how we utilized this document to begin having teachers reflect on their own teaching. We will share the process we went through as a staff. Our team will also share what worked along our journey, and what areas need improved for the following school year.

∞*Prioritizing Instructional Expectations Leading to More Purposeful Professional Learning and Collaboration*

Kyle Carter, Jefferson Elementary School
kcarter@wasawschools.org
Team Members: Sherri Snow, Janna Simcoe

The staff of Jefferson Elementary brainstormed a list of instructional practices which should be visible in classrooms on a regular basis. After identifying the top 10 priorities, members of the Professional Learning Community Leadership Team defined what these priorities look like in the classroom. Professional learning in faculty meetings now closer aligns to these priorities. Teachers are released to observe in classrooms, learning from one another while focusing on these priorities.

Table 2
Rex Ryker, Facilitator

∞*Breaking Down the Walkthrough*

Richelle Miller, Aboite Elementary School
rjmiller@sacs.k12.in.us
Team Members: Jeanne Holmes, Lauren Hoghe

Would designing/implementing an intentional 6-month professional development program focused on instructional strategies and connecting them to the walkthrough process improve those instructional strategies and in turn improve student achievement? Our team used this process to find out the answer to that question!

∞*Professional Development=Professional Growth?*

Jennifer Sheets, Oaklandon Elementary
jennifersheets@msdlt.k12.in.us
Team Members: Laura Getz, Doug Price

We developed a targeted professional development plan for our staff this year. Our two focus areas were classroom management and monitoring for learning. Starting in September, we provided weekly professional development on these two topics. Teachers were divided into two groups: 1st-3rd and 4th-6th grades for these opportunities. By providing our staff with a focus, we hoped to see behavior calls to the office decrease while teacher performance increased on the targeted indicators measured through RISE.

Table 3
Heather Whitaker, Facilitator

∞*Implementing Canvas*

Shawn Longacre, Westchester Intermediate School
shawn.longacre@duneland.k12.in.us
Team Members: Cara Ellerthorpe, Lindsey Darnell

We created a group of teachers called "Canvas Coaches." The coaches modeled lessons, worked one-on-one with faculty, and led small groups and faculty meetings.

∞*Note to Self: Just Breathe*

Heather Whitaker, Mt. Comfort Elementary
heather.whitaker@mvcsc.k12.in.us
Team Members: Tiffany Creager, Amy Lovell, Shana Wolfenberger

This presentation will outline our school's journey towards implementing a schoolwide focused-attention program. The team will present how we initiated the process of integrating mind brain teaching and learning strategies, and we will be including how the concept was introduced, the professional development provided, and the baby steps taken to ensure success.

Table 4
Todd Slagle, Facilitator

∞*Balancing Act*

Jennifer Sprague, Deer Ridge Elementary
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Team Members: Erin Ley, Jennifer Redner

Our team focused on increasing team-building activities during the beginning of each professional development and staff meeting. The purpose was to promote positive staff morale as well as increase willingness to implement new learning. During this time period, the principal provided transparent feedback through schoolwide percentages of observable actions collected by walkthrough observations.

∞*Meaningful Meetings*

Julie Pearson, Nathan Hale Elementary
jpearson@ns.whiting.k12.in.us
Team Members: Karina Bravo, Emilee McInnis

Our professional development time together as a staff is limited, with only two, 75-minute PD meetings a month. Our team wanted to make the best use of our meeting time and create an environment that was collaborative, supportive, and utilized data to focus on key areas. We strategized how we could change the structure of our meetings to meet these needs.

Table 5
Angela Lewis-Hawkins, Facilitator

∞*Making the Most of Instructional Resources and Time*

Brittany Greene, Spencer Elementary School
brgreene@socs.k12.in.us

Time is of the essence. Creating a sense of urgency and engaging our students in the classroom is one of the most taxing, yet rewarding tasks schools face. A new schedule that makes the most of our human capital, resources and time is the first step to academic achievement for Spencer Elementary School.

∞*The Power of Words*

Charles Woods, Brookview Elementary School
cwoods3@warren.k12.in.us
Team Members: Kris Clark, Carisa Kimmon

Through our data collection of Level 3, we discovered that Indicator 3.2 was an area that teachers in our building believed to be vital. The 12 Powerful Verbs stood out as a way to begin our journey of creating a guaranteed and viable curriculum for our school community.

Table 6
Rob Moorhead, Facilitator

∞*Common Instructional Framework*

Andrew Deming, East Noble Middle School
ademing@eastnoble.net
Team Members: Amanda Munger, Elaine Herbst

Our team worked with our staff to create a common instructional framework. In addition to strengthening lesson plans, this framework helped drive our professional development for whole staff and individuals.

∞*Academic Expectations*

Rhoderick Poats, Eggers Middle School
repoats@hammond.k12.in.us
Team Members: Brian Page, Aubrey Walford

What should always be seen in a classroom? What should be seen sometimes? What should never be seen? This action research project seeks to identify best instructional practices that should be employed by all teachers.

Table 7
BeAnn Younker, Facilitator

∞*Sweeping Away Disorder*

Karen Shuman, Southwestern Middle School
kshuman@tsc.k12.in.us
Team Members: Jill Pinkerton, Heather Brown

In order to increase our Southwestern Middle School family functionality, we needed to make our home safe and orderly without adding menial tasks or responsibilities. We added a purposeful, intentional solution: SWEEPS! We determined our teachers and staff needed a formal way to provide feedback on the optimal functioning of our school as a safe and orderly environment. Our motto this year is "Time together = work with a purpose. EVERYTHING we plan is INTENTIONAL."

∞*Just keep SWIMming!: Implementing a School-Wide Instructional Model*

Scott Miller, North Putnam Middle School
smiller@nputnam.k12.in.us
Team Members: Lori Baker, Angie Werking

Teacher Retirement and attrition effect schools on a yearly basis. We will share the School-Wide Instructional Model (SWIM) our staff developed to help guide best practices at our school for both beginning teachers and veteran staff.

Table 8
Mike Sargent, Facilitator

∞*Instructional Goals*

Curtis Chase, Southwestern (Shelby) Jr./Sr. High School
cchase@swshelby.k12.in.us
Team Members: Sabrina Smiley, Andrew Oswalt

The staff set individual instructional goals for themselves to see if they could hit more competencies on the RISE Evaluation Rubric when they are evaluated. We wanted to see if their RISE Rubric scores would be higher focusing on instructional goals of their choosing. Our team is hoping to see a positive correlation between setting individual instructional goals and a higher score on the RISE Evaluation Rubric.

∞*Highly Effective Teaching at New Haven Intermediate School*

Alicia Gatewood, New Haven Intermediate School
ajgatewood@eacs.k12.in.us
Team Members: Mandy Baker, Beth Bultemeier

Our teachers' contract was expiring and administrators went through 24 hours of evaluation training with NIET. It was important with changes coming through to be sure everyone at NHI was on the same page with expectations in what Effective and Highly Effective looked like while working with students.

Table 9
Mike Krutz, Facilitator

∞*Hello? Is Anybody Out There? I Can't See You In This Cloud!*

Derek Eaton, Achieve Virtual Education Academy
derek.eaton@wayne.k12.in.us
Team Members: James Totton, Andrea McFall

In the virtual world, I cannot simply walk down the hall to interact with, observe, or check on teachers and view their engagement in their classes. For my wondering, I wanted to know how my interaction with teachers affects their engagement in Achieve through their participation of personalized professional development and my new virtual walkthrough form. We all know administrator leadership is key for success, but in a virtual setting, is it just as important?

∞*Strengthening Collaborative Teams*

Ben Tonagel, LaPorte High School
btonagel@lpcsc.k12.in.us
Team Members: Johnna Krause, Carolyn McGuire

Following last year's AdvancEd accreditation external team review, our IPLI team used the AdvancEd report findings to develop a plan to guide continuous improvement. This presentation will outline the steps our IPLI team has taken to improve a collaborative culture to address the improvement priorities.

Table 1
Heather Whitaker, Facilitator

∞*Working Smarter; Not Harder: Developing a School-Wide Model of Instruction.*

Jenny Fedele, Lafayette Meadows Elementary School
Jfedele@sacs.k12.in.us
Team Members: Sarah Will, Andrea Harmeyer

Does your staff ever feel like there is always a new initiative? Do they leave meetings not knowing what their administrator really wants to see in their classrooms? In our presentation, you will find out how developing a school-wide model of instruction will end the guessing game.

∞*Instructional Framework - An Effort to Maximize Instructional Expectations*

Kyle Stout, Charles L. Smith Elementary School
kyle.stout@msdmartinsville.org
Team Members: Janell Shanahan, Lisa Race

Our school staff spent small portions of several staff meetings to create a building-wide instructional framework. After three meetings, we had a plan that was made by our entire teaching team. We have found many positives along the way after gathering data, and also found several areas where we can improve with some minor tweaks. The team will discuss the positives and negatives of developing a schoolwide instructional framework.

Table 2
David Robertson, Facilitator

∞*Always Improving Through Defined Instructional Practices*

James Small, Eastview Elementary School
jamsmall@fayette.k12.in.us
Team Members: Christina Ary, Shari Phegley

Through clearly defining instructional strategies, we have learned that continuous improvement is possible and can be manageable. Our new mantra is "always improving." This process has given us a framework that allows all of us to determine an area of need, access support, and reflect upon our growth.

∞*Do You See What I See? Developing a Common Vision for Excellent Teaching and Learning*

Lisa Marie Hale, Highland Elementary School
lisa.hale@evsck12.com
Team Members: Nichole Freiberger, Lindsay Huff

Teaching is complicated and complex, and within a school the individual teacher's vision for excellent teaching and learning can significantly vary. To improve consistency in our classrooms, increase our effectiveness, and improve student outcomes, our staff came to consensus on key components for delivery of effective instruction. We developed a common vision for what anyone could observe in all classrooms every day. Administration and staff then conducted learning walks to gather and analyze data on the evidence of our common practices for excellent teaching.

Table 3
Rhonda Peterson, Facilitator

∞*Highly Effective Collaboration: Removing "Silo/Solo" Teaching!*

Lynlie Schoene, Adams Elementary
lynlie.schoene@ftcsc.k12.in.us
Team Members: Jessica Johnson, Kelli Ormes

After analyzing Level 2 HRS survey data, our team decided to improve teacher collaboration through PLC's and highly effective instruction. Our focus is to establish a safe and collaborative culture to promote effective teaching in every classroom. As a staff, we developed and implemented PLC norms and an Instructional Framework to guide this vision. Teachers now participate in instructional rounds and learn from one another.

∞*Reaching For Reliability*

Ernesto F. Martinez, Discovery Charter School
emartinez@discoverycharter.org
Team Members: Jillian Michalak, Heather DeNormandie

This presentation outlines the journey taken towards implementing a PLC at Discovery. The team will present how meeting norms and non-negotiables were developed. Once established, the teachers collaborated to create an Instructional Model stemming from our school's mission statement. The team will also explain how the staff is working to identify the priority standards and vocabulary for math in order to ensure vertical alignment, grade-level accountability, and creating a highly reliable curriculum.

Table 4
Todd Slagle, Facilitator

∞*Positive Culture, Positive Results*

Heather Noesges, Fortville Elementary School
heather.noesges@mvcsc.k12.in.us
Team Members: Stacy Muffler, Emily Thompson

With increased student performance goals, the implementation of blended learning classrooms, a 1:1 device initiative, and other demands that our educators are facing, a boost in morale was much needed. While teachers feel support on some level, we knew they deserved to feel more. Boosting staff morale has been a priority this year at Fortville Elementary. Through data collection efforts, we identified areas where teachers felt their morale was lacking. After collecting and analyzing data, the planning began. This year has been packed with activities, events and positive gestures both big and small. We are excited to share our successes and ideas and hopefully gain suggestions on where to go next!

∞*Facebook: Improving Communication with Families & the Community*

Ben Anderson, South Central Elementary School
banderson@scentral.k12.in.us
Team Members: Jan Miller, Chris Walter

This presentation will outline how South Central Elementary used Facebook to improve communication with our school families and with the community. Our team will outline the data we collected and discuss how we've used that data. This information has not only proven to us the amount of communication being shared, but it also shows how involved our community is in our school system.

Table 5
BeAnn Younker, Facilitator

∞*A Focus on Growth*

Jennifer M. Korfhage, Thomas Jefferson Elementary
jkorfhage@gccschools.com
Team Members: Casey Downing, Heidi Hubbard

After analyzing Level 2 HRS survey data, our team found that responses to leading indicator 2.2 ("Support is provided to continually enhance teachers pedagogical skills through reflection and professional growth plans.") were low. This presentation will outline the journey our school took in developing individual growth goals and reflecting on our process and progress towards the set goals. More importantly, we will reflect on how these goals helped to enhance our pedagogical skills as a team.

∞*The Power of Identifying School-Wide Effective Practices*

Tara Bush, Olive Township Elementary School
tbush@npusc.k12.in.us
Team Members: Casey Gumm, Barbara Papai

Do you have a tired, lost, and overwhelmed staff looking for direction? Gather them up, add collaboration, chart paper, and color-coded sticky dots, and your outcome will be a map to guide teachers to effective instructional practices in all classrooms.

Table 6
Rex Ryker, Facilitator

∞*Developing a Positive School-Wide Culture with Lifelines*

Amy Linkel, South Ripley Elementary School
alinkel@sripley.k12.in.us
Team Members: Kris Wood, Jennifer Russell

Have you ever wondered if your students really know how to treat others? Have you taught them to do the right thing? Please join us to learn more about our process of developing a more positive school culture. Our presentation includes student examples, data, Google forms, links, and resources for professional development.

∞*Leadership: Finding your Voice*

Kevin Zeck, Bailly Elementary School
kevin.zeck@duneland.k12.in.us
Team Members: Nancy Moats, Sandy Campbell

When you believe that everyone can be a leader, then your practices must demonstrate that. This year our school has worked to implement "The Leader in Me" process to improve the leadership culture in our building. During the process we have taken beginning steps to help teachers, students, and parents find their leadership voice.

Table 7
Mike Sargent, Facilitator

∞*Making Connections: From Model of Instruction to Best Instructional Practice*

Matt Clifford, Greensburg Junior High School
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Team Members: Brooke Hughes, Matt Slaven

Survey data revealed a significant disconnect between administration and teachers concerning the existing model of instruction. This presentation will overview the ensuing journey in the development of a new model of instruction and its impact on school initiatives and professional development.

∞*Common Language - Common Expectations*

David Hubster, Jasper Middle School
dhubster@gjcs.k12.in.us
Team Members: Jeremy Wolf, Cassie Williams

The staff at JMS created an Instructional Snapshot. It provides a consistent framework of what should be seen in all classrooms. It will also serve as the foundation for future professional development utilizing instructional rounds and professional goals.

Table 8
Rob Moorhead, Facilitator

∞*Implementation of Focused Team Meetings*

Susan Mishler, Wawasee Middle School
smishler@wawasee.k12.in.us
Team Members: Chad Hoffert, Lora Bieghler

Have you ever used a common template for your teacher collaboration meetings? Wawasee Middle School implemented the use of a common template for our grade-level team meetings. The purpose of the template was to provide focus to our meeting times, provide everyone a voice, and to keep true to our core values.

∞*Utilizing Collaboration to Impact Instruction*

Joshua Pugh, Knox Community Middle School
jpugh@knox.k12.in.us
Team Members: Natessa Carbine, Michelle Tarnow

This project highlights our journey of implementing weekly collaboration into the culture of the building. The journey includes the creation of norms, an instructional framework, and essential skills.

Table 9
Dave Maugel, Facilitator

∞*Cross-Curricular Collaboration: 1Word.1Goal.1Team*

Brian Disney, Mooresville High School
brian.disney@mooresvilleschools.org
Team Members: Joyce Gilly, Kristin Robinson

As a high school that has been very departmentalized, we wondered, "In what ways can professional development in cross-curricular teams improve classroom culture and instruction?" In this presentation, we will share professional development activities we implemented including a staff retreat and two book studies. We will also share how our staff perceived these opportunities to collaborate and share best practices in interdisciplinary teams.

∞*Developing a 10th Grade Model of Instruction to Improve ISTEP+ Scores During Homeroom Time (Cub Pride Time Acceleration)*

Kevin R. Yancey, Madison Consolidated High School
kyancey@madison.k12.in.us
Team Members: Bryan Dewitt, Krista Lee

The presentation will outline the journey that Madison Consolidated High School began towards implementing Cub Pride Time Acceleration for a cohort of sophomores to increase ISTEP+ scores. After analyzing the data from past NWEA and 8th grade ISTEP+ scores, the team found that a group of students were at risk of not passing the graduation exam. The team identified deficient skills and provided targeted instruction to increase their chances for success on the ISTEP+ test.

Creating a culture of inquiry rather than continuing to work in a culture of isolation represents a significant change within schools that must be supported. Systems successful in improving student learning are characterized by: articulated norms and values, a focus on student learning, reflective dialogue, collaborative practice, and deprivatization of teaching.

Garmston, R.J. (2007).
Results-oriented agendas transform meetings into valuable collaborative events.
Journal of Staff Development Council, **29(2), 55-56**

Happy Inquiring!!

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