

School Improvement Plan - PL221 Version - 2008-2011

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Hauser Jr-Sr High School (0410)

Flat Rock-Hawcreek School Corp

Hope, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Hauser Jr-Sr High School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Cindi Foster - Teacher
- Chuck Goode - Community Representative
- Kim Harsh - Administrator
- Doug Heighway - School Counselor
- Sandra Miller - Parent
- Joe Steele - Teacher
- Tim Stephens - Administrator

Strategy Chairs

- Cindi Foster
- Kim Harsh
- Doug Heighway
- Kathy Kramer
- Sandra Miller
- Denise Ollestad
- Bekah Yoder

Community Council

- David, Kim Clark
- Michael, Tina Dean
- Susan, Don Fye
- Tina, Bert Garriott
- Susie Glick - Director
- Lori, Dave Goode
- Dani, Donald Hewitt
- Andy and Mindy Hunnicutt - architect/doctor
- Glen Keller
- Bill, Sherri Lentz
- Lisa, John Long
- Lorraine, Robert Low
- Sandy, Tom Miller - Co-Owner
- Lori Robertson
- Jeff, Cindy Shoaf
- Brian and Denise Spalding
- Jenny Wallace - teacher

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

HAUSER JR.-SR. HIGH SCHOOL Vision Statement 2007 The staff of Hauser Jr.-Sr. High School shares the following core convictions, all students deserve: 1. To be taught to be good citizens in their local and global communities. 2. To receive quality instruction. 3. To be stretched academically and socially so that they may realize their potential. 4. To be in a physically and emotionally safe environment, one in which they are free from fear, violence, harassment, and/or torment. 5. To be prepared to make the transition into a realistic post-secondary situation. 6. To be encouraged/supported in a variety of pursuits. 7. To have an adult at school and at home to whom they talk regularly about their futures, life choices, and concerns and whom they may emulate. 8. To have self-discipline and well-developed work ethics.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All adults in our community are living by these core convictions daily and as a result, show certain attitudes and actions. All teachers, parents and community members: 1. Model and teach appropriate behaviors and interactions, positive involvement in their communities, good morals and ethics, and tolerance/respect for those with different backgrounds. 2. Recognize students learn differently and intentionally design lessons that implement instructional best practices to teach an articulated curriculum. 3. Are involved in all elements of their students's lives. 4. Provide a safe, appropriate learning environment at home and at school. 5. Hold students to high expectations in all their endeavors.

In this environment where all adults are living by their core convictions, all students:

In this environment where all adults are living by their core convictions, all students : 1. Have high expectations for themselves. 2. Accept guidance in acquiring appropriate social behaviors and are involved in their communities. 3. Are present for and receptive to instructional opportunities. 4. Do their best all the time. 5. Talk to positive adult mentors about questions, concerns, and life choices.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who are Mastering 8th, 9th, 10th Grade ISTEP + Tests 100%: 100%
- % of students who are Passing all classes: 100%
- % of students who are Scoring 1600 on SAT: 100%
- % of students who are Earning a 4.3 GPA on a 4.3 scale: 100%
- % of students who are Passing 1st Year Algebra: 100%
- % of students who are Passing Geometry: 100%
- % of students who are Passing 2nd Year Algebra: 100%
- % of students who are Passing math beyond 2nd Year Algebra: 100%
- % of students who are Passing most rigorous English courses: 100%
- % of students who are Earning postsecondary credit: 100%
- % of students who are Graduating: 100%
- % of students who are passing all End-of-Course Assessments: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

All Students (126 days) - ISTEP PL221 Category Placement Performance

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	73	76	73	75	79	75		76		77		100

10th Grade Free/Reduced Lunch Students - Percentage of students passing the 10th grade L.A. ISTEP tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	46	62	57	65	60	66		67		68		

10th Grade Free/Reduced Lunch Students - Percentage of students passing the 10th Grade Math ISTEP tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71	77	83	66	72	80		82		84		

10th Grade Special Needs Students - Percentage of students passing the L.A. ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
54	6	67	31	35	25	35		45		50		100

10th Grade Special Needs Students Taking Math ISTEP Tests - Percentage of students will pass the 10th Grade Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53	29	74	74	35	56	58		60		62		100

7th-9th graders - Percentage of students are reading at grade level

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	60	65	62	66	64	68		70				

8-10th graders taking the ISTEP+ - Percentage who pass the Writing Applications portion

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				70	80	81		82		83		

8th -10th Graders Taking LA ISTEP - Percentage of test takers passing the L.A. ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	69	73	67	70	76	78		80		82		100

8th Grade Free/Reduced Lunch Students - Percentage of students passing the 8th Grade L.A. ISTEP tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	59	62	52	64	75	76		77		78		100

8th Grade Free/Reduced Lunch Students - Percentage of students passing the 8th Grade Math ISTEP tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	59	62	61	64	72	73		74		75		100

8th Grade Special Needs Students - Percentage of students will pass the 8th Grade L.A. ISTEP Tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
27	26	40	13	20	29	39		49		55		100

8th Grade Special Needs Students - Percentage of students will pass the 8th Grade Math ISTEP Tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
52	26	45	38	42	59	60		61		62		100

8th-10th Graders Taking the Math ISTEP - Percentage of test takers will pass the Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	69	73	79	78	83	84		85		86		100

9th Grade Free/Reduced Lunch Students - Percentage of students passing the 9th Grade L.A. ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	64	68	59	62	48	55		57		60		100

9th Grade Free/Reduced Lunch Students - Percentage of students passing the 9th Grade Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	79	70	70	73	72	75		76		77		100

9th Grade Special Needs Students - Percentage of students passing the 9th Grade L.A. ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	64	35	26	30	0	34		36				100

9th Grade Special Needs Students - Percentage of students will pass the 9th grade Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	71	62	37	64	33	40		45		48		100

9th Graders - Percentage of students passing two semesters of Algebra I

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66	80	90	80	82		83		84		86		100%

All graduates - Percentage students taking an AP exam who earn an average score of 3 on all AP tests taken

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
24	0	28	2	2		3		4				100

All graduates - Percentage who earn a Core 40 Diploma

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	47	55	69	70		71		72		73		100

All graduates - Percentage who earn an IAHD

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25	32	30	32	33		34		35		36		100

All Students - graduation rate

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
96	90	97	87	90		91		92		93		100

All students - Percentage who pass all functional Core 40 End-of-Course Exams

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	52	56	49	58		65		70		75		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Consistency in writing instruction and assessment

Only 50% of teachers respond to a survey that they integrate writing and assessment it for those elements addressed on the ISTEP Writing Rubric regularly.

Concern: Availability of extra help

15-18% of 7-12th graders disagree that teachers provide extra help when they need it.

Concern: Existence of a meaningful relationship between every student and a caring adult

22% of 7-12th graders do not feel that they have an adult in their life who talks with them regularly about their future goals or current concerns/problems.

Concern: Student perception of expectations held of them by faculty, community, and themselves.

--23-38% of students in different grade levels report disagreeing or not knowing that they participate in class. --13-30% of 7th-9th graders disagree that they pay attention in class. --10-20% of 7th-11th graders disagree that they turn in homework.

Concern: Student reading levels

66% of 7-9th graders have reading levels at the third-fifth grade level or below according to the STAR Reader assessment.

Concern: Teachers using best practices in instruction

--15-40% of students report that they are unsure or disagree that teachers push them. --40% of students don't know if they're teachers enjoy teaching.

Concern: Vertical alignment of standards between high school and feeder school

In-coming 7th graders are on average two to three grade levels below in math and reading skills according to the STAR Math and STAR Reader assessments.

Concern: Intentional plan to reach REALISTIC, appropriate post-secondary goals

--40% of C/D and D/F students at different grade levels think they'll continue on to college. --46% of 7-12th graders disagree or don't know if they will compete with students from other countries for jobs. --21% of students disagree that students could identify post-secondary educational opportunities --13-21% of students can't identify career areas appropriate for them

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

6+1! Writing Traits

Students in grades 7-12 will be taught to write in the Write Traits model. Each trait will be taught individually in the core L.A. classes. Several writing assignments in these classes will be given per quarter to assess the students' understanding of the individual traits as well as their understanding of how the traits fit together. Additionally each quarter, content area course teachers will assign at least one essay and assess it for a prescribed trait using the Write Traits rubric. To help teachers implement these goals, training in 6+1! Write Traits model will be offered until virtually all certificated staff are trained in the model. Follow-up training will also be offered to continue to refine content area teachers understanding of model and to broaden how it is utilized in the classroom. The goal of this strategy is to improve the consistency in writing instruction and assessment in the L.A. department and across the curriculum.

Reading Initiative

The Jamestown Reading Navigator interactive reading recovery program will be used with targeted students in grades 7-9 along with small group direct instruction of reading strategies. The program will be multi-faceted and will be able to address several concerns, including phonemic awareness, fluency, decoding, and comprehension. Students will be targeted for the program based upon ISTEP LA scores, Star Reader assessments, Eckwell assessments, and teacher recommendation. Students will receive intensive strategy instruction in intensive reading recovery classes in grades 7 and 8 and to a lesser degree in Basic Skill L.A. courses in grade 9. L.A. classes and content area classes will use maintenance strategies to improve basic reading comprehension skills. All L.A. and content area teachers will receive follow-up professional development on including fluency and comprehension strategies in the classroom.

Required Strategies

A. Parent Involvement: Parent Involvement Initiatives

Various efforts to increase parent involvement will be initiated, including offering meals, transportation, and babysitting at parent-teacher conferences and open houses; requesting conferences with particular parents during P-T conferences; and having student academic night or academic competitions. As an element of our raising expectations strategy another sub-committee of staff will be investigating how to include more parents of our lower-socioeconomic students in the school community and how to encourage them to provide a more effective/supportive environment for studying and learning at home.

B. Technology Coordination: Reading Initiative (Technology Component)

The Jamestown Reading Navigator interactive reading recovery program will be used with targeted students in grades 7-9 along with small group direct instruction of reading strategies. The program will be multi-faceted and will be able to address several concerns, including phonemic awareness, fluency, decoding, and comprehension. Students will be targeted for the program based upon ISTEP LA scores, Star Reader assessments, Eckwell assessments, and teacher recommendation. Students will receive intensive strategy instruction in intensive reading recovery classes in grades 7 and 8 and to a lesser degree in Basic Skill L.A. courses in grade 9. L.A. classes and content area classes will use maintenance strategies to improve basic reading comprehension skills. All L.A. and content area teachers will receive follow-up professional development on including fluency and comprehension strategies in the classroom.

C. Safe and Disciplined Learning Environment: Continuous Evaluation of Discipline and Attendance Policies

The assistant principal convenes a committee consisting of teachers and parents to review and revise the current attendance and discipline policies in the spring of the year. The proposed changes are then sent to the school board for review and approval. Finally, the new handbook is sent to our student planner company for publishing.

D. Attendance: Continuous Evaluation of Attendance and Discipline Policies

The assistant principal convenes a committee consisting of teachers and parents to review and revise the current attendance and discipline policies in the spring of the year. The proposed changes are then sent to the school board for review and approval. Finally, the new handbook is sent to our student planner company for publishing.

E. Offer Core 40 / Honors Courses: Continuous Revision of Hauser Curriculum Guide

The Hauser guidance director annually receives the input from departments and administration as to course offerings to serve the needs of Hauser students. Currently, courses are offered that insure the ability of students to seek and receive Core 40 and/or IAH diplomas despite course enrollment numbers or other variables. Hauser has also sought to create creative solutions to the obstacles encountered by small rural schools in offering a large number of courses. Currently, there are three ACP courses (with two more on the horizon within two years) and one dual-credit course. There are two licensed vocational ed teachers who can provide up to 24 vocational credits in addition to a full-service area vocational school. There are two world languages that offer up to four years of study each, a full visual arts program, and instrumental and vocal music programs. There is also the possibility being explored of utilizing the Indiana Virtual Academy as a credit recovery option for students who may fail Core 40 classes offered at Hauser.

F. Encourage Core 40 / Honors Courses: 4-Year Planning Seminars

Parents and students will meet with the guidance director at the conclusion of the students' eighth grade year to receive information on diploma track options, graduation requirements, post-secondary requirements, and scheduling. They will then create academic course plans for their high school careers to fulfill their future goals. Each subsequent year students, their parents, and guidance staff will use these plans as a foundation for their schedules. In the students' 11th and 12th grade years, additional seminars are offered to inform parents of financial aid options and college admission requirements.

G1. Exceptional Learners - Gifted: Online SAT prep course

The district has agreed to pay for an online SAT prep course for students to take on a voluntary basis. This course gives students sample questions and provides tutorials on those topics covered on the SAT.

G2. Exceptional Learners - Special Education: Extra L.A./Math Instruction in Grades 7-9

This program consists of a three-pronged response. 1. Those 7th and 8th grade students 25 or more points below the ISTEP+ cutoff scores will get extra instruction in math and/or English each day in the form of "double dip". These classes will pre-teach and reteach those concepts being taught in the core English and math classes and will remediate students in those skills they show a deficiency in. The teachers will be special needs instructors. Students in the L.A. class will also receive intensive instruction in reading, including decoding, phonics, fluency, and comprehension. 2. Those 7th and 8th grade students above to 25 points below the ISTEP cut score will participate in SOAR daily. SOAR is a three week rotation class wherein students are ability-grouped into three different levels. These students rotate through classes designed to remediate or enrich in the areas of math, reading, and writing. The reading and writing rotations will have their curricula revised this summer to reflect new training in the 6+1! Writing Traits model and the new reading program. 3. Targeted 9th graders are placed into Basic Skills English or Math classes to receive help with the corresponding core class and remediation in specific skills. Ideally, these classes are small--no more than 12 students at once--and integrate concrete, experiential teaching strategies to reinforce and reteach classroom content and skills. Those students not targeted to be able to perform well in a class setting are put in one-on-one remediation situations. The goal of this strategy is also to change the view these students have of their own abilities by providing a context in which they may experience success in areas they historically have struggled with. Finally, information will be shared with our feeder school as to those skills, concepts, and standards with which students are not prepared. Discussion, we hope, will ensue about how to better vertically align curricula.

H. Cultural Competency: Flight Patterns: Mental Models for Learning and Controlling Impulsivity

One key idea that came out of our Ruby Payne training was that our lower performing and even average performing students (particularly the 28% of our population in the low-socioeconomic category) do not possess the procedural self-talk or knowledge many times to be able to process, filter, organize, store, and retrieve information successfully. The inability to be able to "start" working many times also leads to behavioral issues. To address this concern, the Hauser staff plans to begin teaching some organizational skills and mental modeling through direct instruction to our 7th and 8th graders. The areas over the next two to three years that will be focused upon for organization include 1)notetaking, 2) test-taking strategies, and 3)calendar use, 4)time management, and 5)routinization of work time and space. The areas over the next two to three years that will be focused upon for learning include 1)reading strategies (addressed in a separate strategy), 2)6+1!Writing Traits model, 3)creating mental models for key concepts/skills in content areas as appropriate. These skills would be taught through our SOAR classes and the core four subject areas of L.A., math, social studies, and science. More specifically, the first two days of school for junior high students will consist of the Hauser Junior High Academy, wherein students are given some "crash courses" in organization, binder use, agenda use, and study skills. Throughout the year, there will be a 20-minute extended academy period wherein students will revisit these topics more specifically and apply strategies to what is going on in their schedules at that time. The ultimate goal would be to create a program for our students and then "take it backward" to apply at lower grade levels in our

feeder school. There is also the goal to begin a parent element wherein parents are given more education on how to help their child learn and what they can do at home to make learning an important part of their family.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

6+1! Writing Traits

Professional Development Activity	Funding	Activity Purpose
<i>Receive training in 6+1! Write Traits training</i>	Source: District P.D. monies Amount: \$1000	Information Skill Building
Brief Description	Intended Participants	Activity Format
This is the initial training in 6+1! Write Traits models	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Receive follow-up training for content area and LA teachers who had not previously been trained</i>	Source: District P.D. monies Amount: \$2000	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
These individuals would have already received initial training. The purpose of this training would be to refine current practices and expand on what teachers are already doing.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching

Reading Initiative

Professional Development Activity	Funding	Activity Purpose
<i>Train L.A. teachers in more comprehension and fluency strategies</i>	Source: District P.D. monies Amount: \$2500	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will receive additional instruction on reading strategies.	Teachers Counselors Administrators	Presentation/Workshop Professional Reading Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Provide followup training to content area teachers in comprehension strategies</i>	Source: District P.D. Monies Amount: \$2500	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will receive additional instruction on reading strategies.	Teachers Counselors Administrators	Presentation/Workshop Study Group Professional Reading

A. Parent Involvement: Parent Involvement Initiatives

No professional development is needed for this strategy.

B. Technology Coordination: Reading Initiative (Technology Component)

No professional development is needed for this strategy.

E. Offer Core 40 / Honors Courses: Continuous Revision of Hauser Curriculum Guide

No professional development is needed for this strategy.

G2. Exceptional Learners - Special Education: Extra L.A./Math Instruction in Grades 7-9

No professional development is needed for this strategy.

H. Cultural Competency: Flight Patterns: Mental Models for Learning and Controlling Impulsivity

Professional Development Activity	Funding	Activity Purpose
<i>In-service on curriculum</i>	Source: District P.D. monies Amount: \$800	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will meet to discuss Academy curriculum.	Teachers Administrators	Talk to Study Group Collaborative Problem Solving

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Consistency in writing instruction and assessment

Data Targets Influenced by This Concern:

- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th grade L.A. ISTEP tests
- 10th Grade Special Needs Students -- Percentage of students passing the L.A. ISTEP
- 8-10th graders taking the ISTEP+ -- Percentage who pass the Writing Applications portion
- 8th -10th Graders Taking LA ISTEP -- Percentage of test takers passing the L.A. ISTEP
- 8th Grade Free/Reduced Lunch Students -- Percentage of students passing the 8th Grade L.A. ISTEP tests
- 8th Grade Special Needs Students -- Percentage of students will pass the 8th Grade L.A. ISTEP Tests
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- 9th Grade Special Needs Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- 6+1! Writing Traits
- G2. Exceptional Learners - Special Education: Extra L.A./Math Instruction in Grades 7-9

Concern: Availability of extra help

Data Targets Influenced by This Concern:

- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th grade L.A. ISTEP tests
- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th Grade Math ISTEP tests
- 10th Grade Special Needs Students -- Percentage of students passing the L.A. ISTEP
- 10th Grade Special Needs Students Taking Math ISTEP Tests -- Percentage of students will pass the 10th Grade Math ISTEP
- 7th-9th graders -- Percentage of students are reading at grade level
- 8-10th graders taking the ISTEP+ -- Percentage who pass the Writing Applications portion
- 8th -10th Graders Taking LA ISTEP -- Percentage of test takers passing the L.A. ISTEP
- 8th Grade Free/Reduced Lunch Students -- Percentage of students passing the 8th Grade L.A. ISTEP tests
- 8th Grade Free/Reduced Lunch Students -- Percentage of students passing the 8th Grade Math ISTEP tests
- 8th Grade Special Needs Students -- Percentage of students will pass the 8th Grade L.A. ISTEP Tests
- 8th Grade Special Needs Students -- Percentage of students will pass the 8th Grade Math ISTEP Tests
- 8th-10th Graders Taking the Math ISTEP -- Percentage of test takers will pass the Math ISTEP
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade Math ISTEP
- 9th Grade Special Needs Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- 9th Grade Special Needs Students -- Percentage of students will pass the 9th grade Math ISTEP
- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All Students -- graduation rate
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- Reading Initiative
- H. Cultural Competency: Flight Patterns: Mental Models for Learning and Controlling Impulsivity
- G2. Exceptional Learners - Special Education: Extra L.A./Math Instruction in Grades 7-9

Concern: Existence of a meaningful relationship between every student and a caring adult

Data Targets Influenced by This Concern:

- All Students -- graduation rate

Strategies to Impact This Concern:

- H. Cultural Competency: Flight Patterns: Mental Models for Learning and Controlling Impulsivity

Concern: Student perception of expectations held of them by faculty, community, and themselves.

Data Targets Influenced by This Concern:

- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All graduates -- Percentage students taking an AP exam who earn an average score of 3 on all AP tests taken
- All graduates -- Percentage who earn a Core 40 Diploma
- All graduates -- Percentage who earn an IAHD
- All Students -- graduation rate
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- H. Cultural Competency: Flight Patterns: Mental Models for Learning and Controlling Impulsivity

Concern: Student reading levels

Data Targets Influenced by This Concern:

- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th grade L.A. ISTEP tests
- 10th Grade Special Needs Students -- Percentage of students passing the L.A. ISTEP
- 7th-9th graders -- Percentage of students are reading at grade level
- 8th -10th Graders Taking LA ISTEP -- Percentage of test takers passing the L.A. ISTEP
- 8th Grade Free/Reduced Lunch Students -- Percentage of students passing the 8th Grade L.A. ISTEP tests
- 8th Grade Special Needs Students -- Percentage of students will pass the 8th Grade L.A. ISTEP Tests
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- 9th Grade Special Needs Students -- Percentage of students passing the 9th Grade L.A. ISTEP

Strategies to Impact This Concern:

- Reading Initiative
- G2. Exceptional Learners - Special Education: Extra L.A./Math Instruction in Grades 7-9
- B. Technology Coordination: Reading Initiative (Technology Component)

Concern: Teachers using best practices in instruction

Data Targets Influenced by This Concern:

- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All graduates -- Percentage who earn a Core 40 Diploma
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- 6+1! Writing Traits
- Reading Initiative
- G2. Exceptional Learners - Special Education: Extra L.A./Math Instruction in Grades 7-9

Concern: Vertical alignment of standards between high school and feeder school

Data Targets Influenced by This Concern:

- 7th-9th graders -- Percentage of students are reading at grade level
- 8-10th graders taking the ISTEP+ -- Percentage who pass the Writing Applications portion
- 8th Grade Free/Reduced Lunch Students -- Percentage of students passing the 8th Grade L.A. ISTEP tests
- 8th Grade Free/Reduced Lunch Students -- Percentage of students passing the 8th Grade Math ISTEP tests
- 8th Grade Special Needs Students -- Percentage of students will pass the 8th Grade L.A. ISTEP Tests
- 8th Grade Special Needs Students -- Percentage of students will pass the 8th Grade Math ISTEP Tests
- 8th-10th Graders Taking the Math ISTEP -- Percentage of test takers will pass the Math ISTEP

Strategies to Impact This Concern:

- H. Cultural Competency: Flight Patterns: Mental Models for Learning and Controlling Impulsivity
- G2. Exceptional Learners - Special Education: Extra L.A./Math Instruction in Grades 7-9

Concern: Intentional plan to reach REALISTIC, appropriate post-secondary goals

Data Targets Influenced by This Concern:

- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All Students -- graduation rate

Strategies to Impact This Concern:

- F. Encourage Core 40 / Honors Courses: 4-Year Planning Seminars
- E. Offer Core 40 / Honors Courses: Continuous Revision of Hauser Curriculum Guide

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All Students -- graduation rate

Strategies to Impact This Concern:

- A. Parent Involvement: Parent Involvement Initiatives

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 7th-9th graders -- Percentage of students are reading at grade level
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- Reading Initiative
- B. Technology Coordination: Reading Initiative (Technology Component)

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All Students -- graduation rate

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Continuous Evaluation of Discipline and Attendance Policies

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All graduates -- Percentage who earn a Core 40 Diploma
- All Students -- graduation rate
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- D. Attendance: Continuous Evaluation of Attendance and Discipline Policies

E. Offer Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th grade L.A. ISTEP tests
- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th Grade Math ISTEP tests
- 10th Grade Special Needs Students -- Percentage of students passing the L.A. ISTEP
- 10th Grade Special Needs Students Taking Math ISTEP Tests -- Percentage of students will pass the 10th Grade Math ISTEP
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade Math ISTEP
- 9th Grade Special Needs Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- 9th Grade Special Needs Students -- Percentage of students will pass the 9th grade Math ISTEP
- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All graduates -- Percentage students taking an AP exam who earn an average score of 3 on all AP tests taken
- All graduates -- Percentage who earn a Core 40 Diploma
- All graduates -- Percentage who earn an IAHD
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- E. Offer Core 40 / Honors Courses: Continuous Revision of Hauser Curriculum Guide

F. Encourage Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th grade L.A. ISTEP tests
- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th Grade Math ISTEP tests
- 10th Grade Special Needs Students -- Percentage of students passing the L.A. ISTEP
- 10th Grade Special Needs Students Taking Math ISTEP Tests -- Percentage of students will pass the 10th Grade Math ISTEP
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade Math ISTEP
- 9th Grade Special Needs Students -- Percentage of students passing the 9th Grade L.A. ISTEP

- 9th Grade Special Needs Students -- Percentage of students will pass the 9th grade Math ISTEP
- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All graduates -- Percentage students taking an AP exam who earn an average score of 3 on all AP tests taken
- All graduates -- Percentage who earn a Core 40 Diploma
- All graduates -- Percentage who earn an IAHD
- All Students -- graduation rate
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- F. Encourage Core 40 / Honors Courses: 4-Year Planning Seminars
- G1. Exceptional Learners - Gifted: Online SAT prep course

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All graduates -- Percentage students taking an AP exam who earn an average score of 3 on all AP tests taken
- All graduates -- Percentage who earn an IAHD
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: Online SAT prep course

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 10th Grade Special Needs Students -- Percentage of students passing the L.A. ISTEP
- 10th Grade Special Needs Students Taking Math ISTEP Tests -- Percentage of students will pass the 10th Grade Math ISTEP
- 7th-9th graders -- Percentage of students are reading at grade level
- 8-10th graders taking the ISTEP+ -- Percentage who pass the Writing Applications portion
- 8th -10th Graders Taking LA ISTEP -- Percentage of test takers passing the L.A. ISTEP
- 8th Grade Special Needs Students -- Percentage of students will pass the 8th Grade L.A. ISTEP Tests
- 8th Grade Special Needs Students -- Percentage of students will pass the 8th Grade Math ISTEP Tests
- 8th-10th Graders Taking the Math ISTEP -- Percentage of test takers will pass the Math ISTEP
- 9th Grade Special Needs Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- 9th Grade Special Needs Students -- Percentage of students will pass the 9th grade Math ISTEP
- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All graduates -- Percentage who earn a Core 40 Diploma
- All Students -- graduation rate
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- Reading Initiative
- G2. Exceptional Learners - Special Education: Extra L.A./Math Instruction in Grades 7-9

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th grade L.A. ISTEP tests
- 10th Grade Free/Reduced Lunch Students -- Percentage of students passing the 10th Grade Math ISTEP tests
- 7th-9th graders -- Percentage of students are reading at grade level
- 8-10th graders taking the ISTEP+ -- Percentage who pass the Writing Applications portion
- 8th -10th Graders Taking LA ISTEP -- Percentage of test takers passing the L.A. ISTEP

- 8th Grade Free/Reduced Lunch Students -- Percentage of students passing the 8th Grade L.A. ISTEP tests
- 8th Grade Free/Reduced Lunch Students -- Percentage of students passing the 8th Grade Math ISTEP tests
- 8th-10th Graders Taking the Math ISTEP -- Percentage of test takers will pass the Math ISTEP
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade L.A. ISTEP
- 9th Grade Free/Reduced Lunch Students -- Percentage of students passing the 9th Grade Math ISTEP
- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All graduates -- Percentage who earn a Core 40 Diploma
- All Students -- graduation rate
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams

Strategies to Impact This Concern:

- H. Cultural Competency: Flight Patterns: Mental Models for Learning and Controlling Impulsivity
- G2. Exceptional Learners - Special Education: Extra L.A./Math Instruction in Grades 7-9

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	In the assistant principal's office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Not all. ISTEP to grades 7-10. English ECA to grade 11. No standardized to all in grade 12.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

6+1! Writing Traits

May , 2008: Establish due dates to turn in artifacts, assignments, examples of student work, and instructional examples
Person: Kim Harsh
Activity: Establish writing expectations in LA and content area classes

May , 2008: Meet with departments
Person: Kim Harsh
Activity: Establish writing expectations in LA and content area classes

May , 2008: Establish times for LA and content area teachers to confer to discuss concerns and answer questions
Person: Cindi Foster
Activity: Follow up

May , 2008: Meet with administration to discuss successes and concerns
Person: Kim Harsh
Activity: Follow up

May 13, 2008: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing
Person: Cindi Foster
Activity: Follow up

Jun , 2008: Schedule training date, time, place, etc.
Person: Kim Harsh
Activity: Receive follow-up training for content area and LA teachers who had not previously been trained

Jun , 2008: Set up training date, time, place, etc.
Person: Kim Harsh
Activity: Receive training in 6+1! Write Traits training

Jun 13, 2008: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing
Person: Cindi Foster
Activity: Follow up

Jun 15, 2008: Establish due dates to turn in artifacts, assignments, examples of student work, and instructional examples
Person: Kim Harsh
Activity: Establish writing expectations in LA and content area classes

Jun 15, 2008: Meet with departments
Person: Kim Harsh
Activity: Establish writing expectations in LA and content area classes

Jun 15, 2008: Establish times for LA and content area teachers to confer to discuss concerns and answer questions
Person: Cindi Foster
Activity: Follow up

Jun 15, 2008: Meet with administration to discuss successes and concerns
Person: Kim Harsh
Activity: Follow up

Jul , 2008: Contact those teachers who need to receive additional training

Person: Kim Harsh

Activity: Receive training in 6+1! Write Traits training

Jul 13, 2008: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing

Person: Cindi Foster

Activity: Follow up

Aug , 2008: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing

Person: Cindi Foster

Activity: Follow up

Aug 13, 2008: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing

Person: Cindi Foster

Activity: Follow up

Aug 17, 2008: Establish due dates to turn in artifacts, assignments, examples of student work, and instructional examples

Person: Kim Harsh

Activity: Establish writing expectations in LA and content area classes

Aug 17, 2008: Meet with departments

Person: Kim Harsh

Activity: Establish writing expectations in LA and content area classes

Aug 17, 2008: Establish times for LA and content area teachers to confer to discuss concerns and answer questions

Person: Cindi Foster

Activity: Follow up

Aug 17, 2008: Meet with administration to discuss successes and concerns

Person: Kim Harsh

Activity: Follow up

Sep , 2008: Host training

Person: Kim Harsh

Activity: Receive training in 6+1! Write Traits training

Sep 13, 2008: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing

Person: Cindi Foster

Activity: Follow up

Oct , 2008: Conduct follow up training on professional development half days, one first semester, one second semester

Person: Kim Harsh

Activity: Receive follow-up training for content area and LA teachers who had not previously been trained

Oct 13, 2008: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing

Person: Cindi Foster

Activity: Follow up

Oct 19, 2008: Establish due dates to turn in artifacts, assignments, examples of student work, and instructional examples

Person: Kim Harsh

Activity: Establish writing expectations in LA and content area classes

Oct 19, 2008: Meet with departments

Person: Kim Harsh

Activity: Establish writing expectations in LA and content area classes

- Oct 19, 2008:** Establish times for LA and content area teachers to confer to discuss concerns and answer questions
Person: Cindi Foster
Activity: Follow up
- Oct 19, 2008:** Meet with administration to discuss successes and concerns
Person: Kim Harsh
Activity: Follow up
- Nov 13, 2008:** LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing
Person: Cindi Foster
Activity: Follow up
- Nov 25, 2008:** Survey content area teachers
Person: Bob Nobbe
Activity: Collect first semester/trimester follow up data
- Dec 13, 2008:** LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing
Person: Cindi Foster
Activity: Follow up
- Dec 20, 2008:** Establish due dates to turn in artifacts, assignments, examples of student work, and instructional examples
Person: Kim Harsh
Activity: Establish writing expectations in LA and content area classes
- Dec 20, 2008:** Meet with departments
Person: Kim Harsh
Activity: Establish writing expectations in LA and content area classes
- Dec 20, 2008:** Establish times for LA and content area teachers to confer to discuss concerns and answer questions
Person: Cindi Foster
Activity: Follow up
- Dec 20, 2008:** Meet with administration to discuss successes and concerns
Person: Kim Harsh
Activity: Follow up
- Jan 13, 2009:** LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing
Person: Cindi Foster
Activity: Follow up
- Feb , 2009:** Review 2008-09 ISTEP+ Applied Skills essays and compare grading practices using 6+1! Write Traits rubrics
Person: Cindi Foster
Activity: Collect first semester/trimester follow up data
- Feb 11, 2009:** Review 2008-09 ISTEP+ Applied Skills essays and compare grading practices using 6+1! Write Traits rubrics
Person: Cindi Foster
Activity: Collect final semester/trimester follow up data
- Feb 13, 2009:** LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing
Person: Cindi Foster
Activity: Follow up
- Feb 21, 2009:** Establish due dates to turn in artifacts, assignments, examples of student work, and instructional examples
Person: Kim Harsh
Activity: Establish writing expectations in LA and content area classes

Feb 21, 2009: Meet with departments

Person: Kim Harsh

Activity: Establish writing expectations in LA and content area classes

Feb 21, 2009: Establish times for LA and content area teachers to confer to discuss concerns and answer questions

Person: Cindi Foster

Activity: Follow up

Feb 21, 2009: Meet with administration to discuss successes and concerns

Person: Kim Harsh

Activity: Follow up

Mar 13, 2009: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing

Person: Cindi Foster

Activity: Follow up

Apr 13, 2009: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing

Person: Cindi Foster

Activity: Follow up

Apr 25, 2009: Survey Content Area teachers

Person: Natasha Boschen

Activity: Collect final semester/trimester follow up data

Apr 25, 2009: Establish due dates to turn in artifacts, assignments, examples of student work, and instructional examples

Person: Kim Harsh

Activity: Establish writing expectations in LA and content area classes

Apr 25, 2009: Meet with departments

Person: Kim Harsh

Activity: Establish writing expectations in LA and content area classes

Apr 25, 2009: Establish times for LA and content area teachers to confer to discuss concerns and answer questions

Person: Cindi Foster

Activity: Follow up

Apr 25, 2009: Meet with administration to discuss successes and concerns

Person: Kim Harsh

Activity: Follow up

May 13, 2009: LA dept. establishes times to meet to compare assessment practices and instructional practices as related to writing

Person: Cindi Foster

Activity: Follow up

Cultural Competency

, 2008: Schedule an in-service for dealing with middle school students

Person:

Activity: Getting teacher buy-in

May 1, 2008: Set time and date for training

Person: Kathy Kramer

Activity: In-service on curriculum

May 5, 2008: Convene sub-committee

Person: Kathy Kramer

Activity: Revise Junior High Academy

May 12, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

May 17, 2008: Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

May 17, 2008: Meet with junior high core teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

May 19, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

May 26, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jun , 2008: Prepare materials
Person: Kathy Kramer
Activity: In-service on curriculum

Jun 2, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jun 9, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jun 10, 2008: Define goals of 2008-09 Academy
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jun 15, 2008: Develop Academy topics for Academy times
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jun 16, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jun 17, 2008: Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

Jun 23, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jun 30, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jul 5, 2008: Develop Academy Curriculum
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jul 10, 2008: Develop registration materials
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jul 12, 2008: Develop Academy Curriculum
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jul 17, 2008: Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

Jul 19, 2008: Develop Academy Curriculum
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jul 26, 2008: Develop Academy Curriculum
Person: Kathy Kramer
Activity: Revise Junior High Academy

Jul 28, 2008: Purchase organizational supplies for binder system
Person: Kim Harsh
Activity: Revise Junior High Academy

Aug 1, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Aug 2, 2008: Develop Academy Curriculum
Person: Kathy Kramer
Activity: Revise Junior High Academy

Aug 8, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Aug 9, 2008: Develop Academy Curriculum
Person: Kathy Kramer
Activity: Revise Junior High Academy

Aug 10, 2008: Train core teachers on Academy Curriculum
Person: Kathy Kramer
Activity: Revise Junior High Academy

Aug 15, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Aug 17, 2008: Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

Aug 22, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Aug 25, 2008: communicate reward system to students
Person: Andy Scholl
Activity: Getting student buy-in

Aug 25, 2008: Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum

Aug 29, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Sep 3, 2008: Provide initial incentives
Person: Andy Scholl
Activity: Getting student buy-in

Sep 5, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Sep 10, 2008: Provide initial incentives
Person: Andy Scholl
Activity: Getting student buy-in

Sep 12, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Sep 17, 2008: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Sep 17, 2008: Provide initial incentives
Person: Andy Scholl
Activity: Getting student buy-in

Sep 17, 2008: Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

Sep 19, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Sep 24, 2008: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Sep 24, 2008: Provide initial incentives
Person: Andy Scholl
Activity: Getting student buy-in

Sep 25, 2008: Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum

Sep 26, 2008: Convene sub-committee
Person: Kathy Kramer
Activity: Revise Junior High Academy

Oct 1, 2008: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

- Oct 1, 2008:** Provide initial incentives
Person: Andy Scholl
Activity: Getting student buy-in
- Oct 8, 2008:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- Oct 8, 2008:** Provide initial incentives
Person: Andy Scholl
Activity: Getting student buy-in
- Oct 15, 2008:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- Oct 15, 2008:** Provide initial incentives
Person: Andy Scholl
Activity: Getting student buy-in
- Oct 17, 2008:** Collect attendance data
Person: Wanda Siebert
Activity: Collect first semester/trimester follow up data
- Oct 17, 2008:** Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in
- Oct 22, 2008:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- Oct 25, 2008:** Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum
- Oct 29, 2008:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- Nov 5, 2008:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- Nov 12, 2008:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- Nov 17, 2008:** Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in
- Nov 19, 2008:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- Nov 25, 2008:** Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum

Nov 26, 2008: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Dec 3, 2008: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Dec 10, 2008: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Dec 17, 2008: Collect surveys
Person: Janeen Blumenberg
Activity: Collect first semester/trimester follow up data

Dec 17, 2008: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Dec 17, 2008: Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

Dec 24, 2008: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Dec 25, 2008: Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum

Dec 31, 2008: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Jan 7, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Jan 10, 2009: Collect TIP information
Person: Andy Scholl
Activity: Collect first semester/trimester follow up data

Jan 14, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Jan 17, 2009: Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

Jan 21, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Jan 25, 2009: Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum

Jan 28, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Feb 4, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Feb 11, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Feb 17, 2009: Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

Feb 18, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Feb 25, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Feb 25, 2009: Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum

Mar 4, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Mar 11, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Mar 17, 2009: Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in

Mar 18, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Mar 25, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Mar 25, 2009: Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum

Apr 1, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

Apr 8, 2009: Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in

- Apr 15, 2009:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- Apr 17, 2009:** Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in
- Apr 22, 2009:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- Apr 24, 2009:** Collect surveys
Person: Janeen Blumenberg
Activity: Collect final semester/trimester follow up data
- Apr 25, 2009:** Collect attendance data
Person: Wanda Siebert
Activity: Collect final semester/trimester follow up data
- Apr 25, 2009:** Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum
- Apr 29, 2009:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- May 6, 2009:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- May 13, 2009:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- May 17, 2009:** Convene meeting of junior high teachers
Person: Kim Harsh
Activity: Getting teacher buy-in
- May 20, 2009:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- May 25, 2009:** Conduct follow-up meetings to address concerns and track program
Person: Kathy Kramer
Activity: In-service on curriculum
- May 27, 2009:** Implement rewards system
Person: Andy Scholl
Activity: Getting student buy-in
- May 28, 2009:** Collect TIP information
Person: Andy Scholl
Activity: Collect final semester/trimester follow up data

Exceptional Learners - Special Education

- Mar 25, 2008:** Send information home with students
Person: Doug Heighway
Activity: Schedule students into SOAR, Basic Skills, and Double Dip periods
- Apr 14, 2008:** Meet with principal, asst. principal, junior high teachers to discuss student placement
Person: Doug Heighway
Activity: Schedule students into SOAR, Basic Skills, and Double Dip periods
- Jun 7, 2008:** Determine benchmark skills
Person: Cindi Foster/Wanda Siebert
Activity: Establish assessment system
- Aug 15, 2008:** Establish benchmark for assessing benchmarks
Person: Kim Harsh
Activity: Establish assessment system
- Aug 15, 2008:** Write/create benchmark assessments
Person: Cindi Foster/Wanda Siebert
Activity: Establish assessment system
- Nov 28, 2008:** Collect raw LA and math scores of 7th-9th grade students on their 2008-09 ISTEP+ tests
Person: Kim Harsh
Activity: Collect first semester/trimester follow up data
- Dec 17, 2008:** Survey 7-9th grade LA and math teachers concerning reteaching
Person: Kim Harsh
Activity: Collect first semester/trimester follow up data
- Apr 24, 2009:** Survey 7-9th grade LA and math teachers concerning reteaching
Person: Kim Harsh
Activity: Collect final semester/trimester follow up data

Offer Core 40 / Honors Courses

- Nov 25, 2008:** Ask department heads for input as to desired changes
Person: Doug Heighway
Activity: Revise curriculum guidebook
- Dec 25, 2008:** Ask department heads for input as to desired changes
Person: Doug Heighway
Activity: Revise curriculum guidebook
- Jan 10, 2009:** Go over proposed changes with principal and dept heads
Person: Kim Harsh
Activity: Revise curriculum guidebook
- Jan 20, 2009:** Revise book
Person: Guidance Secretary
Activity: Revise curriculum guidebook
- Feb 3, 2009:** Print Book
Person: Doug Heighway
Activity: Revise curriculum guidebook
- Feb 28, 2009:** Distribute curriculum guidebooks
Person: Doug Heighway
Activity: Plan schedules

- Mar 1, 2009:** Collect course requests, meeting with students with special concerns or conflicts
Person: Doug Heighway
Activity: Plan schedules
- Mar 1, 2009:** Conduct parent seminars with parents of 8th, 11th, and 12th graders to discuss 4-year plans, scholarships, admission practices, and financial aid
Person: Doug Heighway
Activity: Plan schedules
- Mar 8, 2009:** Collect course requests, meeting with students with special concerns or conflicts
Person: Doug Heighway
Activity: Plan schedules
- Mar 15, 2009:** Collect course requests, meeting with students with special concerns or conflicts
Person: Doug Heighway
Activity: Plan schedules
- Mar 22, 2009:** Collect course requests, meeting with students with special concerns or conflicts
Person: Doug Heighway
Activity: Plan schedules
- Mar 29, 2009:** Collect course requests, meeting with students with special concerns or conflicts
Person: Doug Heighway
Activity: Plan schedules
- Apr 1, 2009:** Conduct parent seminars with parents of 8th, 11th, and 12th graders to discuss 4-year plans, scholarships, admission practices, and financial aid
Person: Doug Heighway
Activity: Plan schedules
- May 28, 2009:** Calculate the percentage of students are on track to receive a Core 40 diploma at each grade level
Person: Doug Heighway
Activity: Collect final semester/trimester follow up data

Parent Involvement

- , 0:** Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component
- , 2005:** Convene Community Council to plan
Person: Sandy Miller
Activity: Plan Open House
- , 2005:** Publicize Open House
Person: Kim Harsh
Activity: Plan Open House
- Apr 20, 2008:** Publicize Open House
Person: Kim Harsh
Activity: Plan Open House
- Apr 21, 2008:** Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component
- Apr 27, 2008:** Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Apr 28, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

May , 2008: Plan 7th grade orientation where will introduce Academy Parent information
Person: Kim Harsh
Activity: Building relationships

May 4, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

May 5, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

May 11, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

May 12, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

May 13, 2008: Convene Community Council to plan
Person: Sandy Miller
Activity: Plan Open House

May 18, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

May 19, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

May 25, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

May 26, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jun , 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jun , 2008: Convene Community Council to plan
Person: Sandy Miller
Activity: Plan Open House

Jun , 2008: Invite school and community organizations
Person: Kim Harsh
Activity: Plan Open House

Jun , 2008: Set date for Open House
Person: Kim harsh
Activity: Plan Open House

Jun 1, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jun 2, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jun 5, 2008: Meet with Academy Committee
Person: Kathy Kramer
Activity: Implement Academy Parent Component

Jun 8, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jun 9, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jun 13, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jun 13, 2008: Convene Community Council to plan
Person: Sandy Miller
Activity: Plan Open House

Jun 15, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jun 16, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jun 20, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jun 22, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jun 23, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jun 27, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jun 29, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jun 30, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jul , 2008: Create break-out sessions for Open House
Person: Janeen Blomenberg
Activity: Plan Open House

Jul , 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jul 3, 2008: Meet with Academy Committee
Person: Kathy Kramer
Activity: Implement Academy Parent Component

Jul 4, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jul 6, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jul 7, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jul 11, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jul 13, 2008: Convene Community Council to plan
Person: Sandy Miller
Activity: Plan Open House

Jul 13, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jul 14, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jul 18, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jul 20, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jul 21, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jul 25, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Jul 27, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Jul 28, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Aug , 2008: Set format for P/T Conferences
Person: Kim Harsh
Activity: Plan Parent-teacher Conferences

Aug 1, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Aug 3, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Aug 4, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Aug 7, 2008: Meet with Academy Committee
Person: Kathy Kramer
Activity: Implement Academy Parent Component

Aug 8, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Aug 10, 2008: Give out parent DVD at registration with Academy Parent information
Person: Janeen Blomenberg
Activity: Implement Academy Parent Component

Aug 10, 2008: In-service core teachers on Academy Parent curricula
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Aug 10, 2008: Make DVD of Hauser Parent Expectations
Person: Janeen Blomenberg
Activity: Implement Academy Parent Component

Aug 10, 2008: Publicize Open House
Person: Kim Harsh
Activity: Plan Open House

Aug 11, 2008: Plan Academy Parent opener for P/T Conferences
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Aug 13, 2008: Convene Community Council to plan
Person: Sandy Miller
Activity: Plan Open House

Aug 15, 2008: Collect percentage of attendance at registration, Open House, P/T Conferences
Person: Guidance Secretary
Activity: Collect baseline data

Aug 15, 2008: Design curriculum for Academy Parent Component
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Aug 15, 2008: Design layout
Person: Kim Harsh
Activity: Plan Open House

Aug 18, 2008: Plan cracker barrel session at Open House
Person: Kim Harsh
Activity: Building relationships

Sep , 2008: Contact targeted parents to invite them to P/T conferences
Person: Kim Harsh
Activity: Plan Parent-teacher Conferences

Sep , 2008: Plan Break-Out Sessions for Open House
Person: Janeen Blumenberg
Activity: Plan Parent-teacher Conferences

Sep 5, 2008: Collect percentage of completed "home"work assignments from Academy Time
Person: Wanda Siebert
Activity: Collect baseline data

Sep 10, 2008: In-service core teachers on Academy Parent curricula
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Sep 10, 2008: Schedule home visits as intervention for struggling student
Person: Kim Harsh
Activity: Implement Academy Parent Component

Sep 25, 2008: Publicize P/T Conferences
Person: Kim Harsh
Activity: Plan Parent-teacher Conferences

Oct 10, 2008: In-service core teachers on Academy Parent curricula
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Oct 10, 2008: Schedule home visits as intervention for struggling student
Person: Kim Harsh
Activity: Implement Academy Parent Component

Oct 17, 2008: Plan cracker barrel sessions at P/T Conferences
Person: Kim Harsh
Activity: Building relationships

Oct 17, 2008: Collect percentage of attendance at registration, Open House, P/T Conferences
Person: Guidance Secretary
Activity: Collect baseline data

Oct 17, 2008: Collect percentage of completed "home"work assignments from Academy Time
Person: Wanda Siebert
Activity: Collect baseline data

Nov 10, 2008: In-service core teachers on Academy Parent curricula
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Nov 10, 2008: Schedule home visits as intervention for struggling student
Person: Kim Harsh
Activity: Implement Academy Parent Component

Nov 27, 2008: Collect percentage of completed "home"work assignments from Academy Time
Person: Wanda Siebert
Activity: Collect baseline data

Dec 10, 2008: In-service core teachers on Academy Parent curricula
Person: Wanda Siebert
Activity: Implement Academy Parent Component

Dec 10, 2008: Schedule home visits as intervention for struggling student
Person: Kim Harsh
Activity: Implement Academy Parent Component

Dec 18, 2008: Collect percentage of attendance at registration, Open House, P/T Conferences
Person: Guidance Secretary
Activity: Collect baseline data

Jan 8, 2009: Collect percentage of completed "home"work assignments from Academy Time
Person: Wanda Siebert
Activity: Collect baseline data

Jan 10, 2009: Schedule home visits as intervention for struggling student
Person: Kim Harsh
Activity: Implement Academy Parent Component

Feb 10, 2009: Schedule home visits as intervention for struggling student
Person: Kim Harsh
Activity: Implement Academy Parent Component

Feb 19, 2009: Collect percentage of attendance at registration, Open House, P/T Conferences
Person: Guidance Secretary
Activity: Collect baseline data

Feb 19, 2009: Collect percentage of completed "home"work assignments from Academy Time
Person: Wanda Siebert
Activity: Collect baseline data

Mar 10, 2009: Schedule home visits as intervention for struggling student
Person: Kim Harsh
Activity: Implement Academy Parent Component

Apr 2, 2009: Collect percentage of completed "home"work assignments from Academy Time
Person: Wanda Siebert
Activity: Collect baseline data

Apr 10, 2009: Schedule home visits as intervention for struggling student
Person: Kim Harsh
Activity: Implement Academy Parent Component

Apr 23, 2009: Collect percentage of attendance at registration, Open House, P/T Conferences
Person: Guidance Secretary
Activity: Collect baseline data

May 10, 2009: Schedule home visits as intervention for struggling student
Person: Kim Harsh
Activity: Implement Academy Parent Component

May 14, 2009: Collect percentage of completed "home"work assignments from Academy Time
Person: Wanda Siebert
Activity: Collect baseline data

Reading Initiative

, 0: Write in new strategies to curricula

Person: Cindi Foster/Kim Harsh

Activity: Train L.A. teachers in more comprehension and fluency strategies

, 2008: Create strategies to address enriching reading choices

Person: Kim Harsh

Activity: Provide followup training to content area teachers in comprehension strategies

May 28, 2008: Schedule targeted students into appropriate courses

Person: Doug Heighway

Activity: Implement program

Jun , 2008: Set date and time for training

Person: Kim Harsh

Activity: Provide followup training to content area teachers in comprehension strategies

Jun , 2008: Set date and time for training

Person: Kim Harsh

Activity: Train L.A. teachers in more comprehension and fluency strategies

Jun 13, 2008: L.A. teachers involved in reading instruction meet monthly to discuss program progress

Person: Cindi Foster

Activity: Implement program

Jun 15, 2008: Write in new strategies to curricula

Person: Cindi Foster/Kim Harsh

Activity: Train L.A. teachers in more comprehension and fluency strategies

Jul 11, 2008: L.A. teachers involved in reading instruction meet monthly to discuss program progress

Person: Cindi Foster

Activity: Implement program

Aug , 2008: Plan followup meetings to address concerns

Person: Cindi Foster

Activity: Train L.A. teachers in more comprehension and fluency strategies

Aug , 2008: Write in new strategies to curricula

Person: Cindi Foster/Kim Harsh

Activity: Train L.A. teachers in more comprehension and fluency strategies

Aug 8, 2008: L.A. teachers involved in reading instruction meet monthly to discuss program progress

Person: Cindi Foster

Activity: Implement program

Aug 17, 2008: Write in new strategies to curricula

Person: Cindi Foster/Kim Harsh

Activity: Train L.A. teachers in more comprehension and fluency strategies

Aug 25, 2008: Give reading pre-test to students

Person: Lenita Vincent

Activity: Implement program

Aug 31, 2008: Plan followup meetings to address concerns

Person: Cindi Foster

Activity: Train L.A. teachers in more comprehension and fluency strategies

Sep 12, 2008: L.A. teachers involved in reading instruction meet monthly to discuss program progress

Person: Cindi Foster

Activity: Implement program

- Sep 13, 2008:** Create strategies to address vocabulary development
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies
- Sep 13, 2008:** Create teaching strategies to address textbook reading
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies
- Sep 28, 2008:** Plan followup meetings to address concerns
Person: Cindi Foster
Activity: Train L.A. teachers in more comprehension and fluency strategies
- Oct 10, 2008:** L.A. teachers involved in reading instruction meet monthly to discuss program progress
Person: Cindi Foster
Activity: Implement program
- Oct 19, 2008:** Write in new strategies to curricula
Person: Cindi Foster/Kim Harsh
Activity: Train L.A. teachers in more comprehension and fluency strategies
- Oct 25, 2008:** Create strategies to address vocabulary development
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies
- Oct 25, 2008:** Create teaching strategies to address textbook reading
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies
- Oct 26, 2008:** Plan followup meetings to address concerns
Person: Cindi Foster
Activity: Train L.A. teachers in more comprehension and fluency strategies
- Nov 13, 2008:** L.A. teachers involved in reading instruction meet monthly to discuss program progress
Person: Cindi Foster
Activity: Implement program
- Nov 15, 2008:** Survey teachers
Person: Kim Harsh
Activity: Collect first semester/trimester follow up data
- Nov 23, 2008:** Plan followup meetings to address concerns
Person: Cindi Foster
Activity: Train L.A. teachers in more comprehension and fluency strategies
- Dec 5, 2008:** Create strategies to address vocabulary development
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies
- Dec 5, 2008:** Create teaching strategies to address textbook reading
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies
- Dec 12, 2008:** L.A. teachers involved in reading instruction meet monthly to discuss program progress
Person: Cindi Foster
Activity: Implement program
- Dec 15, 2008:** Run STARreader and JRN reading scores for students in grades 7-9
Person: Kim Harsh
Activity: Collect first semester/trimester follow up data

Dec 20, 2008: Write in new strategies to curricula
Person: Cindi Foster/Kim Harsh
Activity: Train L.A. teachers in more comprehension and fluency strategies

Dec 28, 2008: Plan followup meetings to address concerns
Person: Cindi Foster
Activity: Train L.A. teachers in more comprehension and fluency strategies

Jan 9, 2009: L.A. teachers involved in reading instruction meet monthly to discuss program progress
Person: Cindi Foster
Activity: Implement program

Jan 10, 2009: Reassign students based on reading post-tests
Person: Doug Heighway/Lenita Vincent
Activity: Implement program

Jan 16, 2009: Create strategies to address vocabulary development
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies

Jan 16, 2009: Create teaching strategies to address textbook reading
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies

Jan 25, 2009: Plan followup meetings to address concerns
Person: Cindi Foster
Activity: Train L.A. teachers in more comprehension and fluency strategies

Feb 6, 2009: L.A. teachers involved in reading instruction meet monthly to discuss program progress
Person: Cindi Foster
Activity: Implement program

Feb 21, 2009: Write in new strategies to curricula
Person: Cindi Foster/Kim Harsh
Activity: Train L.A. teachers in more comprehension and fluency strategies

Feb 27, 2009: Create strategies to address vocabulary development
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies

Feb 27, 2009: Create teaching strategies to address textbook reading
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies

Mar 1, 2009: Plan followup meetings to address concerns
Person: Cindi Foster
Activity: Train L.A. teachers in more comprehension and fluency strategies

Mar 13, 2009: L.A. teachers involved in reading instruction meet monthly to discuss program progress
Person: Cindi Foster
Activity: Implement program

Mar 29, 2009: Plan followup meetings to address concerns
Person: Cindi Foster
Activity: Train L.A. teachers in more comprehension and fluency strategies

Apr 10, 2009: L.A. teachers involved in reading instruction meet monthly to discuss program progress
Person: Cindi Foster
Activity: Implement program

- Apr 10, 2009:** Create strategies to address vocabulary development
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies
- Apr 10, 2009:** Create teaching strategies to address textbook reading
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies
- Apr 25, 2009:** Survey teachers
Person: Kim Harsh
Activity: Collect final semester/trimester follow up data
- Apr 25, 2009:** Write in new strategies to curricula
Person: Cindi Foster/Kim Harsh
Activity: Train L.A. teachers in more comprehension and fluency strategies
- Apr 26, 2009:** Plan followup meetings to address concerns
Person: Cindi Foster
Activity: Train L.A. teachers in more comprehension and fluency strategies
- May 15, 2009:** Run STARreader and JRN scores for students grades 7-9
Person: Kim Harsh
Activity: Collect final semester/trimester follow up data
- May 22, 2009:** Create strategies to address vocabulary development
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies
- May 22, 2009:** Create teaching strategies to address textbook reading
Person: Kim Harsh
Activity: Provide followup training to content area teachers in comprehension strategies

Technology Coordination

- May 15, 2008:** Contact Kimberly Bush at JRN
Person: Kim Harsh
Activity: Contract for JRN "seats"
- Jun 14, 2008:** Purchase additional hardware, software, and ancillaries for next school year
Person: Denise Ollestad
Activity: Contract for JRN "seats"
- Jun 30, 2008:** Contact Tech Support at JRN
Person: Denise Ollestad
Activity: Contract for JRN "seats"
- Aug 18, 2008:** Get student user and passwords
Person: Kim Harsh
Activity: Contract for JRN "seats"
- Sep 1, 2008:** Contact Tech Support at JRN
Person: Denise Ollestad
Activity: Contract for JRN "seats"
- Nov 2, 2008:** Contact Tech Support at JRN
Person: Denise Ollestad
Activity: Contract for JRN "seats"
- Jan 3, 2009:** Contact Tech Support at JRN
Person: Denise Ollestad
Activity: Contract for JRN "seats"

Mar 7, 2009: Contact Tech Supportat JRN
Person: Denise Ollestad
Activity: Contract for JRN "seats"

May 9, 2009: Contact Tech Supportat JRN
Person: Denise Ollestad
Activity: Contract for JRN "seats"

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p><u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p><u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
Jan 31	<p>Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>