

School Improvement Plan - PL221 Version - 2009-2012

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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
- Julie Patterson - Teacher

Strategy Chairs

- Cindi Foster
- Kim Harsh
- Doug Heighway
- Julie Patterson

Community Council

- David, Kim Clark
- Susan, Don Fye
- Tina, Bert Garriott
- Susie Glick - Director
- Lori, Dave Goode
- Spencer Gross - Store Owner
- 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.

7-8th graders taking the (Spring beginning 2008-09) ISTEP+ - Percentage who pass the Writing Applications portion

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		70	80	81		82		83		84		100

7th Graders - Percentage who pass ISTEP L.A. test (beginning spring, 2009)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				72		73		74		75		100

7th graders - Percentage who pass ISTEP Math test (beginning spring, 2009)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				78		79		80		81		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	62	66	64	68	68	70		72		74		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	52	64	75	76	69	77		78		79		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	61	64	72	73	69	74		75		76		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40	13	20	29	39	21	33		35		37		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	38	42	59	60	26	47		50		53		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	80	82	61	67		70		75		78		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
28	2	2	0	3		4		4		5		100

All graduates - Percentage who earn a Core 40 Diploma

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	69	70	60	71		72		73		74		100

All graduates - Percentage who earn an IAHD

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	32	33	18	34		35		36		37		100

All Students - graduation rate

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
97	87	90	80	85		87		90		91		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
56	49	58	41	50		53		55		57		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	73	75	79	75	79	76		77		78		100

Free/Reduced Lunch Students Completing English 10 - Percentage of students passing the 10th grade L.A. ISTEP tests OR English 10 ECA (beginning 2009)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	57	65	60	66	48	53		55		57		100

Free/Reduced Lunch Students Enrolled in Algebra I - Percentage of students passing the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	83	66	72	80	83	57		60		63		100

Special Needs Students Enrolled in Algebra I - Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	74	35	56	58	33	36		39		42		100

Special Needs Students Enrolled in English 10 - Percentage of students passing the L.A. ISTEP OR English 10 ECA (beginning 2009)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67	31	35	25	35	17	35		38		41		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: Percentage of students reading at or above grade level

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: 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 ars appropriate for them

Concern: Reading/writing performance levels and number of disciplinary referrals resulting in ISS or OSS of exceptional Learners - Special Education

*We have not made AYP for the last three years due to this population in L.A. *Many of the more serious disciplinary referrals involve members of this population

Concern: Number of disciplinary referrals and lack of students earning mastery grades in core courses of free/reduced lunch population

*19%(F/R) vs. 9%(All students) were assigned OSS *41% (F/R) vs. 35% (all students were assigned ISS * F/R lunch students earning master grade in math and history courses are around 20 percentage points less than the entire student population.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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

Focused Academic Area--Reading Initiative —

Hauser High School as well as all Flat Rock-Hawcreek Schools are developing their RTI programs, of which reading will be the initial focus. The development will happen in the next year with some minor implementation and piloting in 2009-2010. The basic model will consist of the following elements: 1. Tier 1: Content area and L.A. teachers will implement best practices in reading strategies in their classes through reading activity design and direct instruction. All students will be given a comprehensive cloze maize test or fluency test to determine initial placement in intervention tiers. 2. Tier 2: Students in grades 7-9 identified to be two or more grade levels below their current grade in reading and who score in the lower two quartiles on the comprehensive assessment will be placed in an intensive reading recovery course utilizing the Jamestown Reading Navigator interactive reading recovery program 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. For 2009-2010, professional development in fluency strategies and assessment will be a focus as well as reporting functions to our adopted constant monitoring software program.

Required Strategies

F. Encourage Rigorous Curriculum: 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.

I. Focused Academic Area: Expanding 6+1! Write Traits —

Beginning in 2007, the Hauser L.A. Department was trained in the 6+1! Write Traits model. In subsequent time, content area teachers have been trained as well and some review opportunities for previously trained teacher have been offered. Today, the initiative looks like the following: Students in grades 7-10 are taught to write in the Write Traits model. Each trait is taught individually in the core L.A. classes. Several writing assignments in these classes are 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 assign at least one essay and assess it for a prescribed trait using the Write Traits rubric. To help teachers implement these goals, 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. In 2009-10, L.A. teachers will additionally be provided in-servicing on Writer's Workshop, another writing construct in which the 6+1! Write Traits model fits very easily. This model will provide other ideas to engage students in the writing process.

U. Focused Student Group: Engaging and Motivating Students Not Earning 2 Credits in Core Courses —

ZAP Program (Zeroes Aren't Permitted)--Students will be assigned lunch "detention" or "study tables" after school each day they do not have their work completed. They earn their way out of this setting once completed work is turned in. Students who fail to attend these mandated sessions will receive disciplinary consequences. Many of our free/reduced lunch students will be impacted through this initiative.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator’s knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Focused Academic Area--Reading Initiative

Professional Development Activity	Funding	Activity Purpose
<i>Provide additional training to LA teachers in assessing reading and fluency training</i>	Source: Professional Development Grant Amount: \$2500	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
LA teachers last year received intensive reading comprehension training. This year will continue with fluency training. Additionally, as our RTI plan is developed, teachers will learn how to assess reading skills using the cloze-maze testing system.	Teachers Counselors Administrators	Presentation/Workshop Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Provide follow up training to content area teachers in comprehension and vocabulary strategies</i>	Source: Professional Development Grant Amount: \$1250	Skill Building
Brief Description	Intended Participants	Activity Format
Content area teachers received training in basic content area reading strategies. This year the training will focus upon identifying those specific strategies that the individual departments will commit to using in their classrooms. Time will spent developing lessons utilizing these strategies.	Teachers Counselors Administrators	Presentation/Workshop Professional Reading

I. Focused Academic Area: Expanding 6+1! Write Traits

Professional Development Activity	Funding	Activity Purpose
<i>Train any new staff on 6+1! Write Traits</i>	Source: Professional Development Monies from FRHC Amount: \$1200	Information
Brief Description	Intended Participants	Activity Format
Teachers receive a 2 day training from a certified trainer in 6+1! Write Traits.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Train the L.A. Department in Writer's Workshop</i>	Source: Professional Development Monies from FRHC Amount: \$4000	Information Skill Building
Brief Description	Intended Participants	Activity Format
LA teachers will attend a workshop to receive introductory information on Writer's Workshop. As a followup, the department will attend two half-day trainers with a staff expert to refine the process and develop implementation of the program.	Teachers	Presentation/Workshop Peer Coaching Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Review 6+1! Write Traits model with content area staff</i>	Source: Professional Development Monies for FRHC Amount: \$500	Refinement
Brief Description	Intended Participants	Activity Format
LA staff will provide a 2 hour review for content area staff. Part of the time will be spent with departments developing implementation procedures.	Teachers	Presentation/Workshop Study Group

U. Focused Student Group: Engaging and Motivating Students Not Earning 2 Credits in Core Courses

No professional development is needed for this strategy.

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:

- 7-8th graders taking the (Spring beginning 2008-09) 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 Special Needs Students -- Percentage of students will pass the 8th Grade L.A. ISTEP Tests
- All students -- Percentage who pass all functional Core 40 End-of-Course Exams
- Free/Reduced Lunch Students Completing English 10 -- Percentage of students passing the 10th grade L.A. ISTEP tests OR English 10 ECA (beginning 2009)
- Special Needs Students Enrolled in English 10 -- Percentage of students passing the L.A. ISTEP OR English 10 ECA (beginning 2009)

Strategies to Impact This Concern:

- I. Focused Academic Area: Expanding 6+1! Write Traits

Concern: Availability of extra help

Data Targets Influenced by This Concern:

- 7-8th graders taking the (Spring beginning 2008-09) ISTEP+ -- Percentage who pass the Writing Applications portion
- 7th Graders -- Percentage who pass ISTEP L.A. test (beginning spring, 2009)
- 7th graders -- Percentage who pass ISTEP Math test (beginning spring, 2009)
- 7th-9th graders -- Percentage of students are reading at grade level
- 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
- 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
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free/Reduced Lunch Students Completing English 10 -- Percentage of students passing the 10th grade L.A. ISTEP tests OR English 10 ECA (beginning 2009)
- Free/Reduced Lunch Students Enrolled in Algebra I -- Percentage of students passing the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Enrolled in Algebra I -- Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Enrolled in English 10 -- Percentage of students passing the L.A. ISTEP OR English 10 ECA (beginning 2009)

Strategies to Impact This Concern:

- Focused Academic Area--Reading Initiative

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:

- U. Focused Student Group: Engaging and Motivating Students Not Earning 2 Credits in Core Courses

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:

- U. Focused Student Group: Engaging and Motivating Students Not Earning 2 Credits in Core Courses

Concern: Percentage of students reading at or above grade level

Data Targets Influenced by This Concern:

- 7th-9th graders -- Percentage of students are reading at grade level
- 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
- Free/Reduced Lunch Students Completing English 10 -- Percentage of students passing the 10th grade L.A. ISTEP tests OR English 10 ECA (beginning 2009)
- Special Needs Students Enrolled in English 10 -- Percentage of students passing the L.A. ISTEP OR English 10 ECA (beginning 2009)

Strategies to Impact This Concern:

- Focused Academic Area--Reading Initiative

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:

- Focused Academic Area--Reading Initiative

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 Rigorous Curriculum: 4-Year Planning Seminars
- U. Focused Student Group: Engaging and Motivating Students Not Earning 2 Credits in Core Courses

Concern: Reading/writing performance levels and number of disciplinary referrals resulting in ISS or OSS of exceptional Learners - Special Education

Data Targets Influenced by This Concern:

- 7-8th graders taking the (Spring beginning 2008-09) ISTEP+ -- Percentage who pass the Writing Applications portion
- 7th-9th graders -- Percentage of students are reading at grade level
- 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
- 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
- Special Needs Students Enrolled in Algebra I -- Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Enrolled in English 10 -- Percentage of students passing the L.A. ISTEP OR English 10 ECA (beginning 2009)

Strategies to Impact This Concern:

- Focused Academic Area--Reading Initiative
- I. Focused Academic Area: Expanding 6+1! Write Traits

Concern: Number of disciplinary referrals and lack of students earning mastery grades in core courses of free/reduced lunch population

Data Targets Influenced by This Concern:

- 8th Grade Free/Reduced Lunch Students -- Percentage of students passing the 8th Grade Math ISTEP tests
- 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
- Free/Reduced Lunch Students Enrolled in Algebra I -- Percentage of students passing the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)

Strategies to Impact This Concern:

- U. Focused Student Group: Engaging and Motivating Students Not Earning 2 Credits in Core Courses

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

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
- Free/Reduced Lunch Students Completing English 10 -- Percentage of students passing the 10th grade L.A. ISTEP tests OR English 10 ECA (beginning 2009)
- Free/Reduced Lunch Students Enrolled in Algebra I -- Percentage of students passing the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Enrolled in Algebra I -- Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Enrolled in English 10 -- Percentage of students passing the L.A. ISTEP OR English 10 ECA (beginning 2009)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: 4-Year Planning Seminars

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 7-8th graders taking the (Spring beginning 2008-09) ISTEP+ -- Percentage who pass the Writing Applications portion
- 7th-9th graders -- Percentage of students are reading at grade level
- 9th Graders -- Percentage of students passing two semesters of Algebra I

Strategies to Impact This Concern:

- Focused Academic Area--Reading Initiative
- I. Focused Academic Area: Expanding 6+1! Write Traits

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- 7th-9th graders -- Percentage of students are reading at grade level
- 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
- Special Needs Students Enrolled in Algebra I -- Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Enrolled in English 10 -- Percentage of students passing the L.A. ISTEP OR English 10 ECA (beginning 2009)

Strategies to Impact This Concern:

- U. Focused Student Group: Engaging and Motivating Students Not Earning 2 Credits in Core Courses

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:	Principal's Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	1. STAR Reader (assesses grade equivalency and independent reading level as associated with vocabulary) 2. STAR Math (assesses grade equivalency in math computation and problem solving) 3. Jamestown Reading Navigator (assesses reading comprehension) 4. Math Benchmarks (tests that cover the power skills each quarter in all middle and high school math classes)	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.

Focused Academic Area

May 20, 2009: Distribute surveys concerning motivating students to write to LA teachers

Person: Cindi Foster

Activity: Collect baseline data

May 28, 2009: Collect baseline data with LA teachers concerning assessing essays with 6+1! write traits

Person: Cindi Foster

Activity: Collect baseline data

May 28, 2009: Distribute surveys to content area teachers

Person: Cindi Foster

Activity: Collect baseline data

Jul 20, 2009: Register department members to go to an introductory workshop over Writer's Workshop

Person: Cindi Foster

Activity: Train the L.A. Department in Writer's Workshop

Aug 2, 2009: Contact Trainer and set up date and time

Person: Kim Harsh

Activity: Train any new staff on 6+1! Write Traits

Aug 10, 2009: Contact those teachers who will need trained

Person: Kim Harsh

Activity: Train any new staff on 6+1! Write Traits

Aug 14, 2009: Display achievement data to staff

Person: Kim Harsh

Activity: Develop sense of need among content area teachers

Aug 20, 2009: Contract subs, make food arrangements, purchase/arrange for necessary resources and equipment

Person: Kim Harsh

Activity: Train the L.A. Department in Writer's Workshop

Aug 20, 2009: Plan a more in-depth training at home with a staff expert

Person: Emily Silverman

Activity: Train the L.A. Department in Writer's Workshop

Aug 22, 2009: Contract subs, make food preparations, and purchase/arrange for any needed resources or equipment

Person: Kim Harsh

Activity: Train any new staff on 6+1! Write Traits

Sep 1, 2009: Plan 2-3 hour review/planning sessions for departments

Person: Cindi Foster

Activity: Review 6+1! Write Traits model with content area staff

Sep 10, 2009: Meet with departments to determine the writing focus and goals for that year

Person: Kim Harsh

Activity: Establish writing expectations in LA and content area classes

Sep 15, 2009: Contract a dynamic content area reading trainer to show content area teachers that they can do this/it's not that hard

Person: Kim Harsh

Activity: Develop sense of need among content area teachers

Sep 19, 2009: Review 2008-09 Spring ISTEP Applied Skills essays and compare grading practices

Person: Cindi Foster

Activity: Collect first semester/trimester follow up data

Sep 20, 2009: Content area teachers assign 2-4 writing assignments per semester and assess them using the 6+1! Write Traits model

Person: Kim Harsh

Activity: Practice writing expectations in the classroom

Sep 22, 2009: Determine times when LA Dept. can meet to train and confer

Person: Cindi Foster

Activity: Establish writing expectations in LA and content area classes

Sep 24, 2009: Determine professional development needs of individuals/departments

Person: Kim Harsh

Activity: Establish writing expectations in LA and content area classes

Sep 24, 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

Oct 12, 2009: Survey content area teachers

Person: Cindi Foster

Activity: Collect first semester/trimester follow up data

Oct 14, 2009: Give departments input on their own writing goals and expectations following training

Person: Kim Harsh

Activity: Develop sense of need among content area teachers

Oct 24, 2009: LA Dept. establishes times to meet to compare assessment practices as related to grading essays on 6+1! Write Traits Rubric

Person: Cindi Foster

Activity: Follow Up

Nov 11, 2009: LA teachers begin teaching students the Writer's Workshop model

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Nov 11, 2009: Provide 1-2 follow-up trainings/work intensives to develop departmental implementation of Writer's Workshop

Person: Emily Silverman

Activity: Train the L.A. Department in Writer's Workshop

Nov 22, 2009: Content area teachers assign 2-4 writing assignments per semester and assess them using the 6+1! Write Traits model

Person: Kim Harsh

Activity: Practice writing expectations in the classroom

Dec 9, 2009: LA teachers begin teaching students the Writer's Workshop model

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Dec 10, 2009: LA Dept meets to confer on writing program

Person: Cindi Foster

Activity: Follow Up

Dec 14, 2009: LA teachers give students multiple choices in the types of writing to create to demonstrate proficiency in their Writer's Workshop Portfolio

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Dec 15, 2009: LA teachers build in time in class to peer edit, personally reflect, and conference with the teacher over their portfolio writings

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Dec 26, 2009: LA Dept. establishes times to meet to compare assessment practices as related to grading essays on 6+1! Write Traits Rubric

Person: Cindi Foster

Activity: Follow Up

Jan 8, 2010: Meet with administration to discuss successes and concerns

Person: Kim Harsh

Activity: Follow Up

Jan 10, 2010: LA Dept meets to confer on writing program

Person: Cindi Foster

Activity: Follow Up

Jan 13, 2010: LA teachers begin teaching students the Writer's Workshop model

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Jan 14, 2010: LA teachers give students multiple choices in the types of writing to create to demonstrate proficiency in their Writer's Workshop Portfolio

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Jan 15, 2010: LA teachers build in time in class to peer edit, personally reflect, and conference with the teacher over their portfolio writings

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Jan 24, 2010: Content area teachers assign 2-4 writing assignments per semester and assess them using the 6+1! Write Traits model

Person: Kim Harsh

Activity: Practice writing expectations in the classroom

Feb 8, 2010: Meet with administration to discuss successes and concerns

Person: Kim Harsh

Activity: Follow Up

Feb 10, 2010: LA Dept meets to confer on writing program

Person: Cindi Foster

Activity: Follow Up

Feb 10, 2010: LA teachers begin teaching students the Writer's Workshop model

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Feb 14, 2010: LA teachers give students multiple choices in the types of writing to create to demonstrate proficiency in their Writer's Workshop Portfolio

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Feb 15, 2010: LA teachers build in time in class to peer edit, personally reflect, and conference with the teacher over their portfolio writings

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Feb 27, 2010: LA Dept. establishes times to meet to compare assessment practices as related to grading essays on 6+1! Write Traits Rubric

Person: Cindi Foster

Activity: Follow Up

Mar 8, 2010: Meet with administration to discuss successes and concerns

Person: Kim Harsh

Activity: Follow Up

Mar 10, 2010: LA Dept meets to confer on writing program

Person: Cindi Foster

Activity: Follow Up

Mar 10, 2010: LA teachers begin teaching students the Writer's Workshop model

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Mar 14, 2010: LA teachers give students multiple choices in the types of writing to create to demonstrate proficiency in their Writer's Workshop Portfolio

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Mar 15, 2010: LA teachers build in time in class to peer edit, personally reflect, and conference with the teacher over their portfolio writings

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Mar 28, 2010: Content area teachers assign 2-4 writing assignments per semester and assess them using the 6+1! Write Traits model

Person: Kim Harsh

Activity: Practice writing expectations in the classroom

Apr 8, 2010: Survey LA teachers

Person: Cindi Foster

Activity: Collect final semester/trimester follow up data

Apr 8, 2010: Meet with administration to discuss successes and concerns

Person: Kim Harsh

Activity: Follow Up

Apr 9, 2010: Survey content area teachers

Person: Cindi Foster

Activity: Collect final semester/trimester follow up data

Apr 10, 2010: LA Dept meets to confer on writing program

Person: Cindi Foster

Activity: Follow Up

Apr 14, 2010: LA teachers begin teaching students the Writer's Workshop model

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Apr 14, 2010: LA teachers give students multiple choices in the types of writing to create to demonstrate proficiency in their Writer's Workshop Portfolio

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Apr 15, 2010: LA teachers build in time in class to peer edit, personally reflect, and conference with the teacher over their portfolio writings

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

May 1, 2010: LA Dept. establishes times to meet to compare assessment practices as related to grading essays on 6+1! Write Traits Rubric

Person: Cindi Foster

Activity: Follow Up

May 8, 2010: Meet with administration to discuss successes and concerns

Person: Kim Harsh

Activity: Follow Up

May 10, 2010: LA Dept meets to confer on writing program

Person: Cindi Foster

Activity: Follow Up

May 12, 2010: LA teachers begin teaching students the Writer's Workshop model

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

May 14, 2010: LA teachers give students multiple choices in the types of writing to create to demonstrate proficiency in their Writer's Workshop Portfolio

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

May 15, 2010: LA teachers build in time in class to peer edit, personally reflect, and conference with the teacher over their portfolio writings

Person: Emily Silverman

Activity: Practice writing expectations in the classroom

Jun 20, 2010: Review 2009-10 Spring ISTEP Applied Skills essays and compare grading practices

Person: Cindi Foster

Activity: Collect final semester/trimester follow up data

Focused Academic Area--Reading Initiative

May 28, 2009: Collect surveys

Person: Kim Harsh

Activity: Collect baseline data

Jun 1, 2009: Look at STAR Reader gains

Person: Kim Harsh

Activity: Collect baseline data

Jun 22, 2009: Schedule targeted students into appropriate courses

Person: Doug Heighway

Activity: Implement Program

Aug 1, 2009: Reading teachers meet to coordinate sections of classes, resources, and program in general. Also request any professional development necessary.

Person: Bekah Breeden

Activity: Implement Program

Aug 10, 2009: Set date and time for trainings

Person: Cindi Foster

Activity: Provide additional training to LA teachers in assessing reading and fluency training

Aug 19, 2009: Give reading pre-test to students

Person: Lenita Vincent

Activity: Implement Program

Sep 2, 2009: Plan follow up meetings to address concerns

Person: Cindi Foster

Activity: Provide additional training to LA teachers in assessing reading and fluency training

- Sep 11, 2009:** Pass out surveys
Person: Bekah Breeden
Activity: Collect first semester/trimester follow up data
- Sep 15, 2009:** Determine reading strategies that will be utilized by departments
Person: Kim Harsh
Activity: Provide follow up training to content area teachers in comprehension and vocabulary strategies
- Sep 15, 2009:** Set date and time for follow-up training from 2008-09 training by Smeckens
Person: Cindi Foster
Activity: Provide follow up training to content area teachers in comprehension and vocabulary strategies
- Sep 22, 2009:** Give STAR Reader, JRN reading test, and cloze-maze test to students
Person: Bekah Breeden
Activity: Collect first semester/trimester follow up data
- Oct , 2009:** Meet with departments to discuss the success of the strategies to student comprehension
Person: Kim Harsh
Activity: Provide follow up training to content area teachers in comprehension and vocabulary strategies
- Oct 1, 2009:** Send home notification of student progress
Person: Doug Heighway
Activity: Implement Program
- Apr 13, 2010:** Give STAR Reader, JRN reading test, and cloze-maze test to students
Person: Bekah Breeden
Activity: Collect final semester/trimester follow up data
- May 15, 2010:** Pass out surveys
Person: Bekah Breeden
Activity: Collect final semester/trimester follow up data

Focused Student Group

- Mar 30, 2009:** Convene handbook revision committee
Person: Kim Harsh
Activity: Develop the ZAP Program Policy
- Apr 6, 2009:** Convene handbook revision committee
Person: Kim Harsh
Activity: Develop the ZAP Program Policy
- Apr 12, 2009:** Write policy associated with "no zeroes" for homework policy
Person: Kim Harsh
Activity: Develop the ZAP Program Policy
- Apr 13, 2009:** Convene handbook revision committee
Person: Kim Harsh
Activity: Develop the ZAP Program Policy
- Apr 20, 2009:** Convene handbook revision committee
Person: Kim Harsh
Activity: Develop the ZAP Program Policy
- Apr 24, 2009:** Present to staff for approval
Person: Kim Harsh
Activity: Develop the ZAP Program Policy
- Apr 27, 2009:** Convene handbook revision committee
Person: Kim Harsh
Activity: Develop the ZAP Program Policy

- May 4, 2009:** Convene handbook revision committee
Person: Kim Harsh
Activity: Develop the ZAP Program Policy
- May 21, 2009:** Add to handbook and submit to Board of School Trustees for approval
Person: Kim Harsh
Activity: Develop the ZAP Program Policy
- Jun 1, 2009:** Tally the percentage of students who were assigned to our pilot lunch detention program in 2008-09
Person: Bob Nobbe
Activity: Collect baseline data
- Jun 3, 2009:** Have student handbooks published
Person: Kim Harsh
Activity: Develop the ZAP Program Policy
- Jun 6, 2009:** Tally the percentage of students who had zeroes in their core classes as a reason for failure
Person: Doug Heighway
Activity: Collect baseline data
- Aug 10, 2009:** Remind teachers to include policy in their classroom rules
Person: Kim Harsh
Activity: Inform students and parents of new ZAP Program
- Aug 10, 2009:** Create explanation of how to proxy a calendar
Person: Denise Ollestad
Activity: Set up proxy system on GroupWise calendar feature to allow teachers to sign up students in Mr. Nobbe
- Aug 13, 2009:** Distribute to staff
Person: Kim Harsh
Activity: Set up proxy system on GroupWise calendar feature to allow teachers to sign up students in Mr. Nobbe
- Aug 14, 2009:** Discuss from prior Ruby Payne training some of the socio-cultural factors that may produce these behaviors
Person: Janeen Blomenberg
Activity: Build a sense of need among staff
- Aug 14, 2009:** Discuss some ways to build positive classroom climates and how things, like the ZAP Program, may help create higher expectations
Person: Julie Patterson
Activity: Build a sense of need among staff
- Aug 14, 2009:** Discuss the number of students who receive zeros consistently
Person: Kim Harsh
Activity: Build a sense of need among staff
- Aug 14, 2009:** Display data relating the number of students who receive D's or F's for grades in their core courses, disaggregated by subgroup populations
Person: Kim Harsh
Activity: Build a sense of need among staff
- Aug 14, 2009:** Write an article to include in August newsletter and local school insert in the newspaper
Person: Denise Ollestad
Activity: Inform students and parents of new ZAP Program
- Aug 15, 2009:** Go over new policy with students during class meetings, Open House, and 7th grade orientation
Person: Kim Harsh
Activity: Inform students and parents of new ZAP Program
- Dec 21, 2009:** Calculate the percentage of students with zeroes who were assigned lunch detentions
Person: Bob Nobbe and Jon Price
Activity: Collect first semester/trimester follow up data

Dec 21, 2009: Provide list of students with zeroes in their first semester grades to Nobbe and Price

Person: Doug Heighway

Activity: Collect first semester/trimester follow up data

May 28, 2010: Calculate the percentage of students with zeroes who were assigned lunch detentions

Person: Bob Nobbe and Jon Price

Activity: Collect final semester/trimester follow up data

May 28, 2010: Provide list of students with zeroes in their second semester grades to Nobbe and Price

Person: Doug Heighway

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

	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>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (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>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <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 7: (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>1st Fri. in April: All submissions due online</p> <p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>1st Fri. in April: All submissions due online</p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>1st Fri. in April: All submissions due online</p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p>1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies <i>(after status of all submissions is “meets criteria”)</i></p>	<p>1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies <i>(after status of all submissions is “meets criteria”)</i></p>	<p>1st Fri in May: Revisions due online 3rd Fri in May: Schools mail hardcopies <i>(after status of all submissions is “meets criteria”)</i></p>