

# School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations

## **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-Making**

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.

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

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Cindi Foster - Teacher
- Chuck Goode - Community Representative
- Kim Harsh - Administrator
- Doug Heighway - School Counselor
- Julie Patterson - Teacher
- Brian Rose - Community
- Wanda Siebert - Teacher

## Strategy Chairs

- Kim Harsh
- Doug Heighway
- Kathy Kramer
- Shawn Price

## Community Council

- Dani Giles - Parent
- Susie Glick - Youth Service organization
- Lori Goode - Parent of college bound
- Brian Greenlee - Parent of G/T student
- Spencer Gross - Business Member
- Andy and Mindy Hunnicutt - Parents of special needs student
- Glen Keller - Service Club representative and business rep

- Lorraine,Robert Low - teacher from community college
- Sandy, Tom Miller - business member
- Tiffany Morgan - Parent
- Lori Robertson - Chamber of Commerce Rep
- Jeff, Cindy Shoaf - Parents of students in multiple grades
- Brian and Denise Spalding - Parents of students from parochial feeder school
- Annessa Thayer - Community
- Mark Titus - Teacher of a feeder school
- Jenny Wallace - Teacher from career center

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. 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 in order to achieve at a rigorous level. The third part of the vision statement describes 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

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' 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

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	75	82	72	83		84		85		85		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72	70	73	77	74		75		76		78		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	73	79	77	80		81		82		84		100

**7th-10th graders - Percentage of students who passed their standardized assessments and who had a with a mastery grade in the corresponding course**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a		n/a		80%		85%		90%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	68	70	68	72		74		76		77		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	69	77	64	78		79		80		81		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	69	74	64	75		76		77		79		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
39	21	33	22	35		37		39		41		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	26	47	28	50		53		56		60		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67	58	70		75		78		81		83		100%

**All graduates - Percentage who earn a Core 40 Diploma or higher**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71	64	72	63	73		74		75		76		100

**All Students - graduation rate**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	83	87	85.3	90		90		91		91		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	79	80	76.8	82		84		86		87		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)**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66	48	53	57	55		57		59		61		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	83	85	96	87		89		91		93		100

**Graduates - Percentage of students earning 20 or more dual credits**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a		n/a		n/a		25%		30%		40%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58	33	36	33	39		42		45		48		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	17	35	17	36		37		38		39		100

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

### **We are concerned that... Students' personal issues interfering with work**

94% of staff think students do have personal issues interfering with their school work. "Drama" between friends ranked high on all student responses on a PBS survey.

### **We are concerned that... Student engagement**

12-43% of students report NOT completing their homework weekly. almost 1/3 of students do not study for tests weekly. 17% report copying homework weekly. 30% of 9th and 10th graders report cheating on big tests or projects weekly. 31% do not ask enough questions weekly. 23% do not pay attention weekly. 10% sleep weekly. 30% report gooding off in class. 13-21% report playing video games or working too many hours to be focused at school.

### **We are concerned that... Access to and integration of technology into teaching and learning**

Almost 45% of students and staff report that students don't use a computer to help them learn at least once a week.

### **We are concerned that... Student perception of expectations held of them by faculty, community, and themselves.**

71% of faculty report that they are unsure or disagree that students have high expectations of themselves. 53% of students are unsure or disagree that teachers have high expectation of them. Over 50% of faculty report that they are unsure or disagree that parents have high expectations of students.

### **We are concerned that... Existence of meaningful relationship between every student and a caring adult**

51% of 7th and 8th 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.

**We are concerned that... teachers do not use assessment best practices**

66% of students reported that teachers Never or Sometimes check that they understand material. 61% of students reported that teachers Never or Sometimes try to link learning to real life situations. 60% of students reported that teachers Never or Sometimes gave them feedback on their work to help them learn from their mistakes.

**We are concerned that... students are absent often**

80% of students and 90% of teachers think students are absent too often.

## **Required Areas of Concern**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

**X. Graduation Plan**

# Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Required Strategies

### F. Encourage Rigorous Curriculum: Increasing Dual Credit Offerings

In a bid to increase the number of students receiving a post-secondary degree, Hauser staff will look to add courses for dual credit over the next two years. In 2011-12, staff will add over eight additional dual credit offerings. By 2012-13, the staff hopes to become some type of Early College hybrid (trying to offer enough and the type of dual credit courses to afford students the opportunity of earning their Associate's Degree in General Studies while in high school). To start preparing for this transition, more in-servicing will be planned for students and their parents, encouraging the enrollment of students in these courses. Stakeholders will be given information on the increased likelihood of starting and completing a post-secondary degree if the student leaves high school with several credits already completed. The financial help this opportunity represents will also be emphasized. Staff will receive professional development beginning in 2011 on integrating more project/process-based learning, creativity, critical thinking skills, and communication expectations into their curricula. Assessment of this type of learning will also be addressed in the next two years. To reflect these different trends in instruction and assessment, release time to revise curricula will be provided. Fortunately, Hauser already has several extra time/help opportunities in place at the senior high level to aid struggling students to succeed.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### G. Attendance

Students are allowed to miss up to 10 days each semester (including individual periods), with notifications sent home at the 5, 7, 9, and 10 day marks. At 7 days out, we have attendance interventions with students, putting them on attendance contracts to try to encourage them to come to school. We also will expel and/or report to county probation/prosecuting attorney if these contracts are not successful. As part of our PBS process, we also have attendance incentives weekly, quarterly, and by semester wherein students can earn different acknowledgments for being at school.

**Impact Level:** Low Impact

**Focus:** General

### I. Focused Academic Area: Math RTI

Hauser High School as well as all Flat Rock-Hawcreek Schools are entering the third year of their RTI program. This will be the second year of a math program formally following an RTI model. In 2011-12, 7th and 8th grade math teachers will refine their initial attempts to formulate a secondary math RTI program. \ 1. Tier 1: Junior high math teachers will implement best practices in math instruction in their classes through direct instruction. All students will be given Math Concepts and Applications CBM and then potentially a computational fluency test to determine initial placement in intervention tiers. Students will also be tested using the Acuity Predictive Assessment four times yearly to identify students with deficit skills in grade level, content specific skills. 2. Tier 2: Students in grades 7-8 identified to be skill deficient either through the CBM tests or through Acuity will be placed in an intensive math strategies course utilizing ALEKS and small group direct instruction in math procedures, problem solving strategies, explicit vocabulary instruction, and math fact drills. For 2011-12, professional development in intervention design, best practices, and assessment will be a focus as well as reporting functions /progress monitoring through iSTEEP and

AIMSWeb.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **I. Focused Academic Area: Reading Initiative**

Hauser High School as well as all Flat Rock-Hawcreek Schools are entering the third year of their RTI programs, of which reading will be a continued focus. The third year will involve the refinement of the initiative in grades 9 and 10 and using iSTEOP to monitor and provide comprehension interventions. 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 maze test and then potentially a fluency test to determine initial placement in intervention tiers. Also, there will be work this year in the content areas to implement the content area reading strategies and vocabulary instruction they've been trained upon previously so to honor the new Common Core Literacy Standards. 2. Tier 2: Students in grades 7-8 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. Students in grades 9-10 will utilize small group intervention strategies in BSD courses or an intensive reading class. For 2011-12, professional development in fluency and comprehension strategies and assessment will be a focus as well as reporting functions /progress monitoring through iSTEOP and AIMSWeb.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **U. Focused Student Group: Positive Behavior Support (PBS)**

In 2011-12, Hauser will be moving another step closer to implementing PBS. PBS is a nationally recognized best practice program to facilitate a positive environment/climate and appropriate individual behaviors at school. This program may dovetail nicely with RTI, and can be implemented in a "tiered" approach. In the first tier, all students will be instructed on what is considered appropriate behavior in some targeted areas throughout the year. Students who demonstrate difficulty following those precepts may be targeted for a Tier II intervention wherein they will be given additional instruction and supports in acquiring those appropriate behaviors. Some students, usually classified as special needs with a conduct or emotional disorder, may require a Tier III intervention with more time in their day spent teaching social skills and behavior modification. In 2010-11, the school spent the year surveying students and analyzing behavior data to choose 3-5 targeted behaviors, of which completing homework, coming prepared to class, and being engaged are likely to be two or three of that group. In disaggregating that data, we found that free/reduced lunch and special needs populations had a disproportionately higher percentage of incidents than the overall student body. In 2011-12, curricula will be written to provide Tier I direct instruction on what the appropriate performances of these behaviors are. Referral procedures and behavior contracts will be developed to identify students for intervention. Staff will be trained on the basics of PBS and our PBS plan as a school. There will also be some recommended interventions for Tier II students who demonstrate the inability to consistently perform appropriately. Personnel servicing special needs populations will continue to facilitate Tier III students. Finally, incentives and/or rewards for appropriate behavior or improvement will be developed.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **X. Graduation Plan: College and Career Readiness Programming**

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. In addition to these formal opportunities for post-secondary planning with the Guidance Counselor, several other modules are offered to students at each grade level through Hauser's Advisory classes. These particular modules will cover elements of the yearly OnTrack magazine to explore and identify career interests/aptitudes, required/ suggested secondary and post-secondary programs of study, and a plan for taking ACT, SAT, or other voluntary tests in which a student needs to participate to be eligible for post-secondary programming. Also, each student will update his/her written commitment to graduate, be good citizens, attend school, and use good study habits. The documents developed during these Advisory sessions and 4-year planning seminars will be placed in students' permanent files so they may be revised and updated yearly.

**Impact Level:** High Impact - Outside

**Focus:** General

# Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

## Required Strategies

### F. Encourage Rigorous Curriculum: Increasing Dual Credit Offerings

Percentage of students receiving a Core 40 or IAHD

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

The percentage of parents who do NOT choose the waiver program

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

The percentage of graduates who have at least 20 dual credits

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	n/a		50%	

### I. Focused Academic Area: Math RTI

Percentage of math teachers reporting implementing targeted math instructional strategies

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	33		100	

Percentage of targeted students who reach the "Instructional" level on the CBM Math Concepts an Applications test within one year of intervention

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	30%		50%	

**I. Focused Academic Area: Reading Initiative**

Percentage of teachers reporting implementing targeted reading strategies

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
72	75		79	

Percentage of targeted students who reach the "Instructional" level on the CBM cloze maze test within one year of intervention

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
70	72		75	

**U. Focused Student Group: Positive Behavior Support (PBS)**

Percentage of teachers who report enforcing targeted school-wide expectations consistently

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	50%		75%	

Attendance Rate

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
95%	97%		96%	

Percentage of students with no discipline referrals for targeted school-wide rule infractions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
n/a	85%		80%	

Percentage of students receiving intervention through PBS who reach behavior goals within the year

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
n/a	n/a		75%	

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

## Encourage Rigorous Curriculum

**Apr 1, 2011:** Collect baseline data: The percentage of graduates who have at least 20 dual credits **Person:**

**May 15, 2011:** Set up dual credit (DC hereafter) agreements with Oakland City U, IU-Bloomington, and Ivy Tech **Person:** Doug Heighway

**Jun 5, 2011:** Send home information to students eligible for these programs explaining DC and its advantages **Person:** Kim Harsh

**Jun 6, 2011:** Schedule students into DC classes **Person:** Doug Heighway

**Jul 22, 2011:** Send staff for ACP Training **Person:** Kim Harsh

**Sep 12, 2011:** Create potential DC schedules for students that would lead to an associate's degree in general studies from potential college associations **Person:** Kim Harsh

**Oct 1, 2011:** Discuss staffing and course needs with department heads to allow us to become an ECHS **Person:** Kim Harsh

**Nov 14, 2011:** Create a plan for covering course/staff needs **Person:** Kim Harsh

**Nov 30, 2011:** Collect fall data: Percentage of students receiving a Core 40 or IAHD **Person:**

**Nov 30, 2011:** Collect fall data: The percentage of graduates who have at least 20 dual credits **Person:**

**Nov 30, 2011:** Collect fall data: The percentage of parents who do NOT choose the waiver program **Person:**

**Feb 12, 2012:** Set up agreements for additional DC courses for 2012-13 that further add to plan to offer A.S. degree course schedule **Person:** Doug Heighway

**Feb 22, 2012:** Send home information about dual credit programs and their benefits **Person:** Kim Harsh

**Apr 12, 2012:** Schedule students into DC courses **Person:** Doug Heighway

**Jun 30, 2012:** Collect spring data: Percentage of students receiving a Core 40 or IAHD **Person:**

**Jun 30, 2012:** Collect spring data: The percentage of graduates who have at least 20 dual credits **Person:**

**Jun 30, 2012:** Collect spring data: The percentage of parents who do NOT choose the waiver program **Person:**

**Sep 22, 2012:** Revisit with department heads and staff plan to become an ECHS and additional staffing/course needs **Person:** Kim Harsh

**Nov 16, 2013:** Make request to become an ECHS with an appropriate post-secondary institution for 2013-14 **Person:** Kim Harsh

## Focused Academic Area

**Apr 1, 2011:** Collect baseline data: Percentage of math teachers reporting implementing targeted math instructional strategies **Person:**

**Apr 1, 2011:** Collect baseline data: Percentage of targeted students who reach the "Instructional" level on the CBM cloze maze test within one year of intervention **Person:**

**Apr 1, 2011:** Collect baseline data: Percentage of targeted students who reach the "Instructional" level on the CBM Math Concepts an Applications test within one year of intervention **Person:**

**Apr 1, 2011:** Collect baseline data: Percentage of teachers reporting implementing targeted reading strategies **Person:**

**May 12, 2011:** Administer Spring universal screener **Person:** Bekah Breeden

**May 12, 2011:** Administer Spring universal screener **Person:** Kathy Kramer

**May 20, 2011:** Select students for Math RTI courses **Person:** Kathy Kramer

**May 20, 2011:** Select students for Reading Intensive courses for 2011-12 **Person:** Bekah Breeden

**Jun 2, 2011:** Purchase AIMSweb software for 2011-12 **Person:** Kim Harsh

**Jun 2, 2011:** Purchase AIMSweb software for 2011-12 **Person:** Kim Harsh

**Jun 2, 2011:** Schedule students into Math RTI courses **Person:** Doug Heighway

**Jun 2, 2011:** Schedule students into reading courses **Person:** Doug Heighway

**Aug 8, 2011:** Conduct AIMSweb training **Person:** Kim Harsh

**Aug 8, 2011:** Conduct training on AIMSweb **Person:** Kim Harsh

**Aug 20, 2011:** Implement identified reading strategies in LA classrooms and reading courses **Person:** Bekah Breeden

**Aug 20, 2011:** Screen targeted students to establish a fall baseline **Person:** Bekah Breeden

**Aug 20, 2011:** Screen targeted students to establish a fall baseline **Person:** Kathy Kramer

**Sep 10, 2011:** Progress monitor students **Person:** Bekah Breeden

**Sep 10, 2011:** Progress monitor targeted students **Person:** Kathy Kramer

**Sep 22, 2011:** Social Studies and science teachers in grades 7-10 will meet to develop intentional plans to address the new Common Core Literacy Standards **Person:** Kim Harsh

**Sep 24, 2011:** Meet to review new Common Core Standards and to revise curricula to honor those new standards **Person:** Kim Harsh

**Oct 8, 2011:** Progress monitor students **Person:** Bekah Breeden

**Oct 8, 2011:** Progress monitor targeted students **Person:** Kathy Kramer

**Oct 15, 2011:** LA teachers will attend a literacy workshop **Person:** Cindi Foster

**Oct 20, 2011:** Implement identified math best instructional practices in math classrooms and Math RTI classes **Person:** Kathy Kramer

**Oct 25, 2011:** Team meets to review progress monitoring **Person:** Bekah Breeden

**Oct 25, 2011:** Team meets to review progress monitoring **Person:** Kathy Kramer

**Nov 12, 2011:** Progress monitor students **Person:** Bekah Breeden

**Nov 12, 2011:** Progress monitor targeted students **Person:** Kathy Kramer

**Nov 22, 2011:** Attend appropriate workshop on secondary math RTI **Person:** Kim Harsh

**Nov 26, 2011:** Meet to review new Common Core Standards and to revise curricula to honor those new standards **Person:** Kim Harsh

**Nov 30, 2011:** Collect fall data: Percentage of math teachers reporting implementing targeted math instructional strategies **Person:**

**Nov 30, 2011:** Collect fall data: Percentage of targeted students who reach the "Instructional" level on the CBM cloze maze test within one year of intervention **Person:**

**Nov 30, 2011:** Collect fall data: Percentage of targeted students who reach the "Instructional" level on the CBM Math Concepts an Applications test within one year of intervention **Person:**

**Nov 30, 2011:** Collect fall data: Percentage of teachers reporting implementing targeted reading strategies **Person:**

**Dec 10, 2011:** Progress monitor students **Person:** Bekah Breeden

**Dec 10, 2011:** Progress monitor targeted students **Person:** Kathy Kramer

**Dec 18, 2011:** Universally screen students for mid-year review **Person:** Bekah Breeden

**Dec 18, 2011:** Universally screen students for mid-year review **Person:** Kathy Kramer

**Dec 22, 2011:** Meet to review universal screening **Person:** Bekah Breeden

**Dec 22, 2011:** Meet to review universal screening **Person:** Kathy Kramer

**Dec 27, 2011:** Team meets to review progress monitoring **Person:** Bekah Breeden

**Dec 27, 2011:** Team meets to review progress monitoring **Person:** Kathy Kramer

**Jan 14, 2012:** Progress monitor students **Person:** Bekah Breeden

**Jan 14, 2012:** Progress monitor targeted students **Person:** Kathy Kramer

**Jan 28, 2012:** Meet to review new Common Core Standards and to revise curricula to honor those new standards **Person:** Kim Harsh

**Feb 11, 2012:** Progress monitor students **Person:** Bekah Breeden

**Feb 11, 2012:** Progress monitor targeted students **Person:** Kathy Kramer

**Feb 28, 2012:** Team meets to review progress monitoring **Person:** Bekah Breeden

**Feb 28, 2012:** Team meets to review progress monitoring **Person:** Kathy Kramer

**Mar 10, 2012:** Progress monitor students **Person:** Bekah Breeden

**Mar 10, 2012:** Progress monitor targeted students **Person:** Kathy Kramer

**Mar 31, 2012:** Meet to review new Common Core Standards and to revise curricula to honor those new standards **Person:** Kim Harsh

**Apr 14, 2012:** Progress monitor students **Person:** Bekah Breeden

**Apr 14, 2012:** Progress monitor targeted students **Person:** Kathy Kramer

**May 1, 2012:** Team meets to review progress monitoring **Person:** Kathy Kramer

**Jun 2, 2012:** Meet to review universal screening **Person:** Bekah Breeden

**Jun 2, 2012:** Meet to review universal screening **Person:** Kathy Kramer

**Jun 30, 2012:** Collect spring data: Percentage of math teachers reporting implementing targeted math instructional strategies **Person:**

**Jun 30, 2012:** Collect spring data: Percentage of targeted students who reach the "Instructional" level on the CBM cloze maze test within one year of intervention **Person:**

**Jun 30, 2012:** Collect spring data: Percentage of targeted students who reach the "Instructional" level on the CBM Math Concepts an Applications test within one year of intervention **Person:**

**Jun 30, 2012:** Collect spring data: Percentage of teachers reporting implementing targeted reading strategies **Person:**

## Focused Student Group

- Apr 1, 2011:** Collect baseline data: Attendance Rate **Person:**
- Apr 1, 2011:** Collect baseline data: Percentage of students receiving intervention through PBS who reach behavior goals within the year **Person:**
- Apr 1, 2011:** Collect baseline data: Percentage of students with no discipline referrals for targeted school-wide rule infractions **Person:**
- Apr 1, 2011:** Collect baseline data: Percentage of teachers who report enforcing targeted school-wide expectations consistently **Person:**
- May 20, 2011:** Select 3-5 rules **Person:** Shawn Price
- Jun 20, 2011:** Create instructional modules for direct instruction of correct performance of desired behaviors in Advisory **Person:** Shawn Price
- Jun 20, 2011:** Identify behavior screeners and/or referral process to PBS **Person:** Shawn Price
- Jul 28, 2011:** Create behavior contract, referral, and tracking documents **Person:** Shawn Price
- Jul 28, 2011:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price
- Jul 28, 2011:** Identify possible incentives for students as reward for good behavior or improvement if receiving interventions **Person:** Shawn Price
- Aug 9, 2011:** Train selected staff on AIMSweb software program **Person:** Kim Harsh
- Aug 11, 2011:** Prepare information for parents and students about what PBS is **Person:** Kim Harsh
- Aug 11, 2011:** Train staff on behaviors, instructional modules, and referral process **Person:** Shawn Price
- Aug 15, 2011:** Identify student Advisory Board to gather input about incentives and identified behaviors **Person:** Kim Harsh
- Aug 22, 2011:** Create instructional modules for direct instruction of correct performance of desired behaviors in Advisory **Person:** Shawn Price
- Aug 25, 2011:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price
- Sep 1, 2011:** PBS Committee meets to review students and procedures, revising if necessary **Person:** Shawn Price
- Sep 8, 2011:** Identify possible incentives for students as reward for good behavior or improvement if receiving interventions **Person:** Shawn Price
- Sep 22, 2011:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price
- Oct 6, 2011:** PBS Committee meets to review students and procedures, revising if necessary **Person:** Shawn Price
- Oct 13, 2011:** Prepare information for parents and students about what PBS is **Person:** Kim Harsh
- Oct 20, 2011:** Identify possible incentives for students as reward for good behavior or improvement if receiving interventions **Person:** Shawn Price
- Oct 24, 2011:** Create instructional modules for direct instruction of correct performance of desired behaviors in Advisory **Person:** Shawn Price
- Oct 27, 2011:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price
- Nov 3, 2011:** PBS Committee meets to review students and procedures, revising if necessary **Person:** Shawn Price
- Nov 10, 2011:** Survey students about behavior statistics, school climate, and classroom practices to make sure other behaviors/practices haven't surpassed identified 3-5 in level of need **Person:** Kim Harsh
- Nov 24, 2011:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price
- Nov 30, 2011:** Collect fall data: Attendance Rate **Person:**
- Nov 30, 2011:** Collect fall data: Percentage of students receiving intervention through PBS who reach behavior goals within the year **Person:**
- Nov 30, 2011:** Collect fall data: Percentage of students with no discipline referrals for targeted school-wide rule infractions **Person:**
- Nov 30, 2011:** Collect fall data: Percentage of teachers who report enforcing targeted school-wide expectations consistently **Person:**
- Dec 1, 2011:** Identify possible incentives for students as reward for good behavior or improvement if receiving interventions **Person:** Shawn Price
- Dec 1, 2011:** PBS Committee meets to review students and procedures, revising if necessary **Person:** Shawn Price
- Dec 15, 2011:** Prepare information for parents and students about what PBS is **Person:** Kim Harsh
- Dec 22, 2011:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price
- Dec 26, 2011:** Create instructional modules for direct instruction of correct performance of desired behaviors in Advisory **Person:** Shawn Price
- Jan 5, 2012:** PBS Committee meets to review students and procedures, revising if necessary **Person:** Shawn Price
- Jan 12, 2012:** Identify possible incentives for students as reward for good behavior or improvement if receiving interventions **Person:** Shawn Price
- Jan 12, 2012:** Survey students about behavior statistics, school climate, and classroom practices to make sure other behaviors/practices haven't surpassed identified 3-5 in level of need **Person:** Kim Harsh
- Jan 26, 2012:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price
- Feb 2, 2012:** PBS Committee meets to review students and procedures, revising if necessary **Person:** Shawn Price
- Feb 16, 2012:** Prepare information for parents and students about what PBS is **Person:** Kim Harsh

**Feb 23, 2012:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price

**Feb 23, 2012:** Identify possible incentives for students as reward for good behavior or improvement if receiving interventions **Person:** Shawn Price

**Feb 27, 2012:** Create instructional modules for direct instruction of correct performance of desired behaviors in Advisory **Person:** Shawn Price

**Mar 1, 2012:** PBS Committee meets to review students and procedures, revising if necessary **Person:** Shawn Price

**Mar 15, 2012:** Survey students about behavior statistics, school climate, and classroom practices to make sure other behaviors/practices haven't surpassed identified 3-5 in level of need **Person:** Kim Harsh

**Mar 22, 2012:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price

**Apr 5, 2012:** Identify possible incentives for students as reward for good behavior or improvement if receiving interventions **Person:** Shawn Price

**Apr 5, 2012:** PBS Committee meets to review students and procedures, revising if necessary **Person:** Shawn Price

**Apr 26, 2012:** Create potential interventions for students identified to be in Tier II/III of PBS model **Person:** Shawn Price

**Apr 30, 2012:** Create instructional modules for direct instruction of correct performance of desired behaviors in Advisory **Person:** Shawn Price

**May 3, 2012:** PBS Committee meets to review students and procedures, revising if necessary **Person:** Shawn Price

**May 17, 2012:** Identify possible incentives for students as reward for good behavior or improvement if receiving interventions **Person:** Shawn Price

**Jun 30, 2012:** Collect spring data: Attendance Rate **Person:**

**Jun 30, 2012:** Collect spring data: Percentage of students receiving intervention through PBS who reach behavior goals within the year **Person:**

**Jun 30, 2012:** Collect spring data: Percentage of students with no discipline referrals for targeted school-wide rule infractions **Person:**

**Jun 30, 2012:** Collect spring data: Percentage of teachers who report enforcing targeted school-wide expectations consistently **Person:**

## Graduation Plan

**May 30, 2011:** Place updated Graduation Plans in students' permanent files **Person:** Melissa Jordan

**Jul 18, 2011:** Create Advisory module "canned" curricula covering career exploration, post-secondary planning, and current performance goals **Person:** Doug Heighway

**Aug 15, 2011:** Train staff on Advisory curricula moduels **Person:** Doug Heighway

**Sep 22, 2011:** Have students update Graduation Plans and resign commitments **Person:** Julie Patterson

**Sep 22, 2011:** Present instructional modules in Advisory **Person:** Doug Heighway

**Oct 17, 2011:** Train staff on Advisory curricula moduels **Person:** Doug Heighway

**Nov 10, 2011:** Host financial aid and college admissions information sessions for parents of juniors and seniors **Person:** Doug Heighway

**Nov 24, 2011:** Present instructional modules in Advisory **Person:** Doug Heighway

**Dec 19, 2011:** Train staff on Advisory curricula moduels **Person:** Doug Heighway

**Jan 12, 2012:** Host financial aid and college admissions informational session for parents of juniors and seniors **Person:** Doug Heighway

**Jan 26, 2012:** Present instructional modules in Advisory **Person:** Doug Heighway

**Feb 20, 2012:** Host 8th grade 5-year planning seminars with parents and students to create 5-year academic plans **Person:** Doug Heighway

**Feb 20, 2012:** Train staff on Advisory curricula moduels **Person:** Doug Heighway

**Feb 25, 2012:** Host grade level scheduling meetings wherein subject area staff give students advice on courses to meet post-secondary goals **Person:** Doug Heighway

**Mar 29, 2012:** Present instructional modules in Advisory **Person:** Doug Heighway

**Apr 25, 2012:** Have students update Graduation Plans, including testing goals for the following year **Person:** Julie Patterson

# Professional Development Summary

## REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

**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 to 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.

## F. Encourage Rigorous Curriculum: Increasing Dual Credit Offerings

### Send staff for ACP Training

**Brief Description:** In order to teach an ACP class through IU, teachers must attend and be certified through a two-week "boot camp" wherein the teacher learns the school's expectations of the course, performs most of the assignments, and learns to assess to the level of IU's expectations.

**Intended Participants:** Teachers

**Date:** Jul 22, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Study Group, Peer Coaching

**Funding:** IU

**Does this activity occur during the school day?** No

## I. Focused Academic Area: Math RTI

### Attend appropriate workshop on secondary math RTI

**Brief Description:** As in-services are available, staff will attend any relevant in-services to help us refine and develop our secondary math RTI program, including assessment and interventions.

**Intended Participants:** Teachers

**Date:** Nov 22, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title IIA

**Does this activity occur during the school day?** Yes

### **Conduct AIMSweb training**

**Brief Description:** Staff will be trained to use this software program to screen and progress monitor students in math RTI.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 8, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title IIA

**Does this activity occur during the school day?** No

### **Meet to review new Common Core Standards and to revise curricula to honor those new standards**

**Brief Description:** Department will be given release time to review curricula and realign/revise to honor new standards focus. Also will review Acuity results

**Intended Participants:** Teachers, Administrators

**Dates:** Sep 24, 2011; Nov 26, 2011; Jan 28, 2012; Mar 31, 2012

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Collaborative Problem Solving, Other

**Funding:** Title IIA

**Does this activity occur during the school day?** Yes

## **I. Focused Academic Area: Reading Initiative**

### **Conduct training on AIMSweb**

**Brief Description:** Conduct training on AIMSweb

**Intended Participants:** Teachers, Administrators

**Date:** Aug 8, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title IIA

**Does this activity occur during the school day?** No

### **LA teachers will attend a literacy workshop**

**Brief Description:** Yearly, LA staff attend a literacy workshop to continue to refine and add to their literacy instruction and assessment skills

**Intended Participants:** Teachers

**Date:** Oct 15, 2011

**Activity Purpose:** Skill Building, Refinement

**Activity Format:** Presentation

**Funding:** Title IIA

**Does this activity occur during the school day?** Yes

### **Social Studies and science teachers in grades 7-10 will meet to develop intentional plans to address**

**Brief Description:** Content area teachers have previously received several in-services on content reading strategies, 6+1! Write Traits, and academic vocabulary instruction. Heretofore, intentional planning to include these facets have been missing. With the addition of the new Literacy Standards through the Common Core movement, it's time to add these elements more deliberately and thoroughly.

**Intended Participants:** Teachers

**Date:** Sep 22, 2011

**Activity Purpose:** Skill Building, Refinement

**Activity Format:** Presentation, Collaborative Problem Solving

**Funding:** Title IIA

**Does this activity occur during the school day?** Yes

## **U. Focused Student Group: Positive Behavior Support (PBS)**

### **Train selected staff on AIMSweb software program**

**Brief Description:** Selected staff will be trained on AIMSweb software program as a way to screen, progress monitor, and report on students selected for PBS intervention.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Aug 9, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title IIA

**Does this activity occur during the school day?** No

### **Train staff on behaviors, instructional modules, and referral process**

**Brief Description:** Staff will be given brief update as to selected behaviors, how to show students what are appropriate displays of behavior, and how to refer students for intervention.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Aug 11, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:**

**Does this activity occur during the school day?** No

## **X. Graduation Plan: College and Career Readiness Programming**

### **Train staff on Advisory curricula moduels**

**Brief Description:** Staff will be given copies of at least the first modules so that they may understand its objective, their responsibilities, and ask any questions they may have.

**Intended Participants:** Teachers, Counselors, Administrators

**Dates:** Aug 15, 2011; Oct 17, 2011; Dec 19, 2011; Feb 20, 2012

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:**

**Does this activity occur during the school day?** No

# Relationship Report:

## Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

### Local Areas of Concern

#### We are concerned that... Students' personal issues interfering with work

##### Data Targets Influenced by This Concern:

- All Students -- graduation rate

##### Strategies to Impact This Concern:

- U. Focused Student Group: Positive Behavior Support (PBS)

#### We are concerned that... Student engagement

##### Data Targets Influenced by This Concern:

- 7th-10th graders -- Percentage of students who passed their standardized assessments and who had a with a mastery grade in the corresponding course
- 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
- 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 Completing Algebra I -- Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Completing English 10 -- Percentage of students passing the L.A. ISTEP OR English 10 ECA (beginning 2009)

##### Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Increasing Dual Credit Offerings
- U. Focused Student Group: Positive Behavior Support (PBS)
- X. Graduation Plan: College and Career Readiness Programming

#### We are concerned that... Access to and integration of technology into teaching and learning

##### Data Targets Influenced by This Concern:

- 7th-9th graders -- Percentage of students are reading at grade level
- 9th Graders -- Percentage of students passing two semesters of Algebra I
- All graduates -- Percentage who earn a Core 40 Diploma or higher
- All Students -- graduation rate

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Increasing Dual Credit Offerings
- I. Focused Academic Area: Math RTI
- I. Focused Academic Area: Reading Initiative

**We are concerned that... Student perception of expectations held of them by faculty, community, and themselves.****Data Targets Influenced by This Concern:**

- 7th-10th graders -- Percentage of students who passed their standardized assessments and who had a with a mastery grade in the corresponding course
- 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 graduates -- Percentage who earn a Core 40 Diploma or higher
- All Students -- graduation rate
- 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 Completing Algebra I -- Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Completing English 10 -- Percentage of students passing the L.A. ISTEP OR English 10 ECA (beginning 2009)

**Strategies to Impact This Concern:**

- G. Attendance
- F. Encourage Rigorous Curriculum: Increasing Dual Credit Offerings
- U. Focused Student Group: Positive Behavior Support (PBS)
- X. Graduation Plan: College and Career Readiness Programming

**We are concerned that... Existence of meaningful relationship between every student and a caring adult****Data Targets Influenced by This Concern:**

- 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
- 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 Completing Algebra I -- Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Completing 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: Positive Behavior Support (PBS)
- X. Graduation Plan: College and Career Readiness Programming

**We are concerned that... teachers do not use assessment best practices****Data Targets Influenced by This Concern:**

- 7-8th graders taking the (Spring beginning 2008-09) ISTEP+ -- Percentage who pass the Writing Applications portion
- 7th-10th graders -- Percentage of students who passed their standardized assessments and who had a with a mastery grade in the corresponding course
- 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 graduates -- Percentage who earn a Core 40 Diploma or higher
- All Students -- graduation rate
- 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)
- Graduates -- Percentage of students earning 20 or more dual credits
- Special Needs Students Completing Algebra I -- Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Completing 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: Increasing Dual Credit Offerings

**We are concerned that... students are absent often****Data Targets Influenced by This Concern:**

- 7th-10th graders -- Percentage of students who passed their standardized assessments and who had a with a mastery grade in the corresponding course
- All Students -- graduation rate

**Strategies to Impact This Concern:**

- G. Attendance
- U. Focused Student Group: Positive Behavior Support (PBS)

**Required Areas of Concern****F. Encourage Rigorous Curriculum (IN Rules)****Data Targets Influenced by This Concern:**

- All graduates -- Percentage who earn a Core 40 Diploma or higher

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Increasing Dual Credit Offerings

## **I. Focused Academic Area (IN Rules)**

### **Data Targets Influenced by This Concern:**

- 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 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 Completing Algebra I -- Percentage of students who pass the 10th Grade Math ISTEP OR Algebra I ECA (beginning 2009)
- Special Needs Students Completing 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: Reading Initiative
- I. Focused Academic Area: Math RTI

## **U. Focused Student Group (IN Rules)**

### **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:**

- U. Focused Student Group: Positive Behavior Support (PBS)

## **X. Graduation Plan (IN Rules)**

### **Data Targets Influenced by This Concern:**

- All graduates -- Percentage who earn a Core 40 Diploma or higher
- All Students -- graduation rate

### **Strategies to Impact This Concern:**

- X. Graduation Plan: College and Career Readiness Programming

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	In the principal's office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	We will NOT e requesting any waivers afterall.
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Not what we want them to be. More incentive programs.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>CBM Fluency--reading fluency measure            CBM Cloze Maze--reading comprehension measure            CBM Computational Fluency--math computation measure            CBM Concepts and Applications--math processes measure            STAR Reader--gives Grade level and IRL            STAR Math--gives Grade level equivalency            ALEKS--math tutorial with placement test            JRN--reading intervention tool with placement tests</p>

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2013-2014 school year