

# School Improvement Plan - 2012-2013

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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
- Kim Harsh - Administrator
- Doug Heighway - School Counselor
- Julie Patterson - Teacher
- Brian Rose - Community Representative (Business)
- Jeff Shoaf - Parent/Guardian
- 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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	72	83	82	84		85		85		86		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	77	74	81	82		83		84		85		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	77	80	79	81		82		84		85		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a		n/a		80%	82	84%		86%		88		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	68	72	67	74		76		77		78		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	64	78	79	80		81		82		83		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	64	75	84	85		86		87		88		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
33	22	35	43	44		45		46		47		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
47	28	50	50	53		56		58		60		100



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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	n/a	75	52	60		65		70		75		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72	63	73	63	68		70		73		76		100

**All Students - graduation rate**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87	85.3	90	85.1	86		87		88		89		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	76.8	82	84	85		86		87		88		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)**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53	57	55	79	81		82		83		84		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	96	87	84	87		89		90		91		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a		n/a	8	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)**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
36	33	39	50	52		55		58		60		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	17	36	43	45		47		49		51		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... 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' 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... students are absent often**

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

### **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... 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 weely. 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... 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... 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.

## **Required Areas of Concern**

**F. Encourage Rigorous Curriculum**

**G. Attendance**

**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 three years. By 2013-14, the staff hopes to offer the Ivy Tech Technical Certificate as a first step to eventually becoming an Early College High School. To offer the Ivy Tech Technical Certificate, qualified staff contract with Ivy Tech to offer dual credit courses that would, if enough earned, culminate in this Technical Certificate that would be a significant step toward students earning their Associate's degree in several programs offered through Ivy Tech. 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. Senior high staff will continue to receive professional development over the next two years 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, the assistant principal has 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:** High Impact - Outside

**Focus:** General

### I. Focused Academic Area: Math RTI

Hauser High School as well as all Flat Rock-Hawcreek Schools are entering the fourth year of their RTI program. This will be the third year of a math program formally following an RTI model. In 2012-13, 7th and 8th grade math teachers will continue to 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 three 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 2012-13, professional

development will focus upon data analysis and progress monitoring with 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 fourth year of their RTI programs, of which reading will be a continued focus. The fourth year will involve the training of a new reading coach as well as new ideas for developing the high school intervention model. 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 multifaceted 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 2012-13, professional development will largely focus on training the new reading coach.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

In 2012-13, 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. Free/reduced lunch students will benefit from this instruction. 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 2011-12, the school implemented Tier I interventions by identifying School-Wide Expectations (SWEs): Be a Professional, Engage, Be a Presence, and Communicate. These concepts were presented to the students in grade level meetings and through a four week Advisory curriculum. Teachers were asked to create their own classroom expectations and associated incentives to promote the "Engage" and "Communicate" concepts. In 2012-13, focus will be on implementing Tier II interventions with targeted students who demonstrate a pattern of behaviors not supportive of the SWEs. The Hauser PBS committee has created a referral form which the staff will be in-serviced on early in the fall. A committee of teachers will be formed to review the referrals bimonthly. A set of prescribed interventions will be created and modified as needed to meet the needs of the students.

**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 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
63	63		70	

The percentage of graduates who have at least 20 dual credits

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
18	18		20	

Percentage of high school teachers who have are contracted with a post-secondary institution for at least one dual credit course

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
33%	45%		45%	

### I. Focused Academic Area: Math RTI

Percentage of math teachers reporting implementing targeted math instructional strategies

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	85		90	

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
46	50		55	

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

Percentage of teachers reporting implementing targeted reading strategies

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
62	75		79	

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
65	72		75	

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

Attendance Rate

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95.4	96.2		96.5	



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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80	82		83	

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
n/a	65		68	

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
79	80		82	

## 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, 2012:** Collect baseline data: Percentage of high school teachers who have are contracted with a post-secondary institution for at least one dual credit course **Person:**

**May 1, 2012:** Survey staff to get an inventory of who is qualified to teach which courses required for the Ivy Tech Technical Certificate Program **Person:** Beth Flamion

**Jun 14, 2012:** Discuss incentive with central office administration for staff to take courses to be eligible to offer ITTC courses **Person:** Kim Harsh

**Jun 17, 2012:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**Jul 28, 2012:** Meet with Ivy Tech representative to set up program implementation **Person:** Doug Heighway

**Aug 4, 2012:** Send literature home to parents explaining dual credit opportunities and the benefit they have to students and their families **Person:** Doug Heighway

**Aug 19, 2012:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**Sep 1, 2012:** Meet with interested staff who may wish to become certified to offer ITTC courses **Person:** Kim Harsh

**Sep 15, 2012:** Send literature home to parents explaining dual credit opportunities and the benefit they have to students and their families **Person:** Doug Heighway

**Sep 18, 2012:** Have Advisory module with students to consider the benefits and appropriateness of dual credit opportunities **Person:** Julie Patterson

**Sep 23, 2012:** Calculate the percentage of teachers contracted with post-secondary institution for dual credit courses **Person:** Doug Heighway

**Oct 21, 2012:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**Oct 27, 2012:** Send literature home to parents explaining dual credit opportunities and the benefit they have to students and their families **Person:** Doug Heighway

**Nov 3, 2012:** Meet with interested staff who may wish to become certified to offer ITTC courses **Person:** Kim Harsh

**Nov 20, 2012:** Have Advisory module with students to consider the benefits and appropriateness of dual credit opportunities **Person:** Julie Patterson

**Nov 30, 2012:** Collect fall data: Percentage of high school teachers who have are contracted with a post-secondary institution for at least one dual credit course **Person:**

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

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

**Dec 2, 2012:** Meet with Ivy Tech rep to check on progress toward being eligible to offer ITTC **Person:** Kim Harsh

**Dec 8, 2012:** Send literature home to parents explaining dual credit opportunities and the benefit they have to students and their families **Person:** Doug Heighway

**Dec 23, 2012:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**Jan 5, 2013:** Meet with interested staff who may wish to become certified to offer ITTC courses **Person:** Kim Harsh

**Jan 19, 2013:** Send literature home to parents explaining dual credit opportunities and the benefit they have to students and their families **Person:** Doug Heighway

**Jan 22, 2013:** Have Advisory module with students to consider the benefits and appropriateness of dual credit opportunities **Person:** Julie Patterson

**Feb 23, 2013:** Calculate the percentage of teachers contracted with post-secondary institution for dual credit courses **Person:** Doug Heighway

**Feb 24, 2013:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**Mar 2, 2013:** Send literature home to parents explaining dual credit opportunities and the benefit they have to students and their families **Person:** Doug Heighway

**Mar 26, 2013:** Have Advisory module with students to consider the benefits and appropriateness of dual credit opportunities **Person:** Julie Patterson

**Apr 13, 2013:** Send literature home to parents explaining dual credit opportunities and the benefit they have to students and their families **Person:** Doug Heighway

**Apr 28, 2013:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**May 1, 2013:** Survey staff to find who is or intends to be certified to offer ITTC courses **Person:** Beth Flamion

**May 13, 2013:** Sign contracts with Ivy Tech to offer dual credit courses and implement ITTC program **Person:** Kim Harsh

**May 25, 2013:** Send literature home to parents explaining dual credit opportunities and the benefit they have to students and their families **Person:** Doug Heighway

**Jun 30, 2013:** Collect spring data: Percentage of high school teachers who have are contracted with a post-secondary institution for at least one dual credit course **Person:**

**Jun 30, 2013:** Collect spring data: Percentage of students receiving a Core 40 or IAHD **Person:**

**Jun 30, 2013:** Collect spring data: The percentage of graduates who have at least 20 dual credits **Person:**

**Jun 30, 2013:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**Sep 1, 2013:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**Nov 3, 2013:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**Jan 5, 2014:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**Mar 9, 2014:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

**May 11, 2014:** Staff will receive in-servicing on process/problem-based instruction **Person:** Kim Harsh

## Focused Academic Area

**Jan 8, 2012:** Students will be universally assessed using CBM cloze maze tests and ISTEP+ scores **Person:** Bekah Breeden

**May 15, 2012:** Students will be universally assessed using CBM cloze maze tests and ISTEP+ scores **Person:** Bekah Breeden

**Aug 8, 2012:** New reading coach will be trained on JRN and best practices in reading instruction **Person:** Bekah Breeden

**Aug 18, 2012:** Students will be universally assessed using CBM cloze maze tests and ISTEP+ scores **Person:** Bekah Breeden

**Aug 18, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Aug 23, 2012:** Students will be universally assessed using CBM C&A tests and ISTEP+ scores **Person:** Kathy Kramer

**Aug 25, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Sep 1, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Sep 1, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Sep 8, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Sep 8, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Sep 10, 2012:** Students targeted for Tiers II and III interventions will be progress monitored **Person:** Andrea Reed

**Sep 13, 2012:** Students identified for Tiers II and III interventions will be progress monitored **Person:** Bekah Breeden

**Sep 15, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Sep 15, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Sep 22, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Sep 22, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Sep 29, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Sep 29, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Oct 6, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Oct 6, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Oct 10, 2012:** Interventions will be re-evaluated based upon progress monitoring data **Person:** Andrea Reed

**Oct 10, 2012:** New reading coach will be trained on JRN and best practices in reading instruction **Person:** Bekah Breeden

**Oct 10, 2012:** Students targeted for Tiers II and III interventions will be progress monitored **Person:** Andrea Reed

**Oct 13, 2012:** Interventions for targeted students will be re-evaluated based on data analysis **Person:** Bekah Breeden

**Oct 13, 2012:** Students identified for Tiers II and III interventions will be progress monitored **Person:** Bekah Breeden

**Oct 13, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Oct 13, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Oct 18, 2012:** RTI Math teachers will receive additional training on using AIMSWeb for math RTI **Person:** Kim Harsh

**Oct 20, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Oct 20, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Oct 27, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Oct 27, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Nov 3, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Nov 3, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Nov 10, 2012:** Interventions will be re-evaluated based upon progress monitoring data **Person:** Andrea Reed

**Nov 10, 2012:** Students targeted for Tiers II and III interventions will be progress monitored **Person:** Andrea Reed

**Nov 10, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Nov 10, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Nov 13, 2012:** Interventions for targeted students will be re-evaluated based on data analysis **Person:** Bekah Breeden

**Nov 13, 2012:** Students identified for Tiers II and III interventions will be progress monitored **Person:** Bekah Breeden

**Nov 17, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Nov 17, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Nov 24, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Nov 24, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Nov 30, 2012:** Collect fall data: Percentage of math teachers reporting implementing targeted math instructional strategies **Person:** Bekah Breeden

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

**Nov 30, 2012:** 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:** Nancy Haehl

**Nov 30, 2012:** Collect fall data: Percentage of teachers reporting implementing targeted reading strategies **Person:** Nancy Haehl

**Dec 1, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Dec 1, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Dec 8, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Dec 8, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Dec 10, 2012:** Interventions will be re-evaluated based upon progress monitoring data **Person:** Andrea Reed

**Dec 10, 2012:** Students targeted for Tiers II and III interventions will be progress monitored **Person:** Andrea Reed

**Dec 12, 2012:** New reading coach will be trained on JRN and best practices in reading instruction **Person:** Bekah Breeden

**Dec 13, 2012:** Interventions for targeted students will be re-evaluated based on data analysis **Person:** Bekah Breeden

**Dec 13, 2012:** Students identified for Tiers II and III interventions will be progress monitored **Person:** Bekah Breeden

**Dec 15, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Dec 15, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Dec 22, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Dec 22, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Dec 29, 2012:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Dec 29, 2012:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Jan 5, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Jan 5, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Jan 8, 2013:** Students will be universally assessed using CBM C&A tests and ISTEP+ scores **Person:** Kathy Kramer

**Jan 10, 2013:** Interventions will be re-evaluated based upon progress monitoring data **Person:** Andrea Reed

**Jan 10, 2013:** Students targeted for Tiers II and III interventions will be progress monitored **Person:** Andrea Reed

**Jan 12, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Jan 12, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Jan 13, 2013:** Interventions for targeted students will be re-evaluated based on data analysis **Person:** Bekah Breeden

**Jan 13, 2013:** Students identified for Tiers II and III interventions will be progress monitored **Person:** Bekah Breeden

**Jan 19, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Jan 19, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Jan 26, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Jan 26, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Feb 2, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Feb 2, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Feb 9, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Feb 9, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Feb 10, 2013:** Interventions will be re-evaluated based upon progress monitoring data **Person:** Andrea Reed

**Feb 10, 2013:** Students targeted for Tiers II and III interventions will be progress monitored **Person:** Andrea Reed

**Feb 13, 2013:** Interventions for targeted students will be re-evaluated based on data analysis **Person:** Bekah Breeden

**Feb 13, 2013:** New reading coach will be trained on JRN and best practices in reading instruction **Person:** Bekah Breeden

**Feb 13, 2013:** Students identified for Tiers II and III interventions will be progress monitored **Person:** Bekah Breeden

**Feb 16, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Feb 16, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Feb 23, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Feb 23, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Mar 2, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Mar 2, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Mar 9, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Mar 9, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Mar 10, 2013:** Interventions will be re-evaluated based upon progress monitoring data **Person:** Andrea Reed

**Mar 10, 2013:** Students targeted for Tiers II and III interventions will be progress monitored **Person:** Andrea Reed

**Mar 13, 2013:** Interventions for targeted students will be re-evaluated based on data analysis **Person:** Bekah Breeden

**Mar 13, 2013:** Students identified for Tiers II and III interventions will be progress monitored **Person:** Bekah Breeden

**Mar 16, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Mar 16, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Mar 23, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Mar 23, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Mar 30, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Mar 30, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Apr 6, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Apr 6, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Apr 10, 2013:** Interventions will be re-evaluated based upon progress monitoring data **Person:** Andrea Reed

**Apr 10, 2013:** Students targeted for Tiers II and III interventions will be progress monitored **Person:** Andrea Reed

**Apr 13, 2013:** Interventions for targeted students will be re-evaluated based on data analysis **Person:** Bekah Breeden

**Apr 13, 2013:** Students identified for Tiers II and III interventions will be progress monitored **Person:** Bekah Breeden

**Apr 13, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Apr 13, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Apr 20, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Apr 20, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Apr 27, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**Apr 27, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**May 1, 2013:** Students will be universally assessed using CBM C&A tests and ISTEP+ scores **Person:** Kathy Kramer

**May 4, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**May 4, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**May 10, 2013:** Interventions will be re-evaluated based upon progress monitoring data **Person:** Andrea Reed

**May 10, 2013:** Students targeted for Tiers II and III interventions will be progress monitored **Person:** Andrea Reed

**May 11, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**May 11, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**May 13, 2013:** Interventions for targeted students will be re-evaluated based on data analysis **Person:** Bekah Breeden

**May 13, 2013:** Students identified for Tiers II and III interventions will be progress monitored **Person:** Bekah Breeden

**May 18, 2013:** Students will receive small group instruction in math fluency and application skills and will work on ALEKS to recover diagnosed skill deficits **Person:** Andrea Reed

**May 18, 2013:** Students will receive small group instruction in reading and will work on Jamestown Reading Navigator program to improve reading comprehension and fluency skills **Person:** Bekah Breeden

**Jun 30, 2013:** Collect spring data: Percentage of math teachers reporting implementing targeted math instructional strategies **Person:**

**Jun 30, 2013:** Collect spring data: Percentage of targeted students who reach the "Instructional" level on the CBM cloze maze test within one year of intervention **Person:** Nancy Haehl

**Jun 30, 2013:** 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, 2013:** Collect spring data: Percentage of teachers reporting implementing targeted reading strategies **Person:** Nancy Haehl

## Focused Student Group

**Aug 11, 2012:** Staff will receive information on our SWEs and will be asked to create their own classroom acknowledgement schedules **Person:** Kim Harsh

**Aug 14, 2012:** Students will receive in-servicing on SWEs during class meetings at beginning of year and throughout the year in 3-4 Advisory modules **Person:** Shawn Price

**Aug 23, 2012:** Staff will receive information about Tier II/III referral process **Person:** Shawn Price

**Sep 3, 2012:** PBS Referral Committee meets monthly to review referrals and student progress **Person:** Shawn Price

**Oct 1, 2012:** PBS Referral Committee meets monthly to review referrals and student progress **Person:** Shawn Price

**Oct 16, 2012:** Students will receive in-servicing on SWEs during class meetings at beginning of year and throughout the year in 3-4 Advisory modules **Person:** Shawn Price

**Nov 5, 2012:** PBS Referral Committee meets monthly to review referrals and student progress **Person:** Shawn Price

**Nov 30, 2012:** Collect fall data: Attendance Rate **Person:** Shawn Price

**Nov 30, 2012:** Collect fall data: Percentage of students receiving intervention through PBS who reach behavior goals within the year **Person:** Shawn Price

**Nov 30, 2012:** Collect fall data: Percentage of students with no discipline referrals for targeted school-wide rule infractions **Person:** Shawn Price

**Nov 30, 2012:** Collect fall data: Percentage of teachers who report enforcing targeted school-wide expectations consistently **Person:** Shawn Price

**Dec 3, 2012:** PBS Referral Committee meets monthly to review referrals and student progress **Person:** Shawn Price

**Dec 18, 2012:** Students will receive in-servicing on SWEs during class meetings at beginning of year and throughout the year in 3-4 Advisory modules **Person:** Shawn Price

**Jan 7, 2013:** PBS Referral Committee meets monthly to review referrals and student progress **Person:** Shawn Price

**Feb 4, 2013:** PBS Referral Committee meets monthly to review referrals and student progress **Person:** Shawn Price

**Feb 19, 2013:** Students will receive in-servicing on SWEs during class meetings at beginning of year and throughout the year in 3-4 Advisory modules **Person:** Shawn Price

**Mar 4, 2013:** PBS Referral Committee meets monthly to review referrals and student progress **Person:** Shawn Price

**Apr 1, 2013:** PBS Referral Committee meets monthly to review referrals and student progress **Person:** Shawn Price

**Apr 23, 2013:** Students will receive in-servicing on SWEs during class meetings at beginning of year and throughout the year in 3-4 Advisory modules **Person:** Shawn Price

**May 6, 2013:** PBS Referral Committee meets monthly to review referrals and student progress **Person:** Shawn Price

**Jun 30, 2013:** Collect spring data: Attendance Rate **Person:** Shawn Price

**Jun 30, 2013:** Collect spring data: Percentage of students receiving intervention through PBS who reach behavior goals within the year **Person:** Shawn Price

**Jun 30, 2013:** Collect spring data: Percentage of students with no discipline referrals for targeted school-wide rule infractions **Person:** Shawn Price

**Jun 30, 2013:** Collect spring data: Percentage of teachers who report enforcing targeted school-wide expectations consistently **Person:** Shawn Price

## Graduation Plan

**Feb 18, 2012:** Parents of 8th graders are notified of five-year planning seminar **Person:** Doug Heighway

**Jun 1, 2012:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Aug 3, 2012:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Aug 18, 2012:** Students are provided information about post-secondary planning in Advisory **Person:** Julie Patterson

**Sep 29, 2012:** Students are provided information about post-secondary planning in Advisory **Person:** Julie Patterson

**Oct 5, 2012:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Oct 5, 2012:** Parents are invited to financial aid/college application workshop **Person:** Doug Heighway

**Nov 10, 2012:** Students are provided information about post-secondary planning in Advisory **Person:** Julie Patterson

**Dec 7, 2012:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Dec 22, 2012:** Students are provided information about post-secondary planning in Advisory **Person:** Julie Patterson

**Feb 2, 2013:** Students are provided information about post-secondary planning in Advisory **Person:** Julie Patterson

**Feb 8, 2013:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Feb 19, 2013:** Parents of 8th graders are notified of five-year planning seminar **Person:** Doug Heighway

**Mar 16, 2013:** Students are provided information about post-secondary planning in Advisory **Person:** Julie Patterson

**Apr 12, 2013:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Apr 14, 2013:** Parents are invited to financial aid/college application workshop **Person:** Doug Heighway

**Apr 27, 2013:** Students are provided information about post-secondary planning in Advisory **Person:** Julie Patterson

**Jun 14, 2013:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Aug 16, 2013:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Oct 18, 2013:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Dec 20, 2013:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Feb 20, 2014:** Parents of 8th graders are notified of five-year planning seminar **Person:** Doug Heighway

**Feb 21, 2014:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

**Apr 25, 2014:** Information about post-secondary planning is placed on Hauser web site **Person:** Doug Heighway

# Professional Development Summary

**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

**Staff will receive in-servicing on process/problem-based instruction**

**Brief Description:** Targeted staff will be encouraged to participate in summer institutes and other train-the-trainer situations on process/problem-based learning instructional strategies. They will return to school and in-service the staff through 3-5 half days on this type of instruction as an introduction to this type of learning/teaching. Staff will have to submit 3-4 lessons incorporating that strategy each year over two years.

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

**Dates:** Jun 17, 2012; Aug 19, 2012; Oct 21, 2012; Dec 23, 2012; Feb 24, 2013; Apr 28, 2013; Jun 30, 2013; Sep 1, 2013; Nov 3, 2013; Jan 5, 2014; Mar 9, 2014; May 11, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title IIA

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

## I. Focused Academic Area: Math RTI

**RTI Math teachers will receive additional training on using AIMSweb for math RTI**

**Brief Description:** National AIMSweb trainer will come for full day training on using AIMSweb for progress monitoring, analyzing data, and best practices in math interventions

**Intended Participants:** Teachers

**Date:** Oct 18, 2012

**Activity Purpose:** Skill Building, Refinement

**Activity Format:** Presentation, Study Group

**Funding:** Title IIA

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



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

**New reading coach will be trained on JRN and best practices in reading instruction**

**Brief Description:** Our two current reading coaches will meet with the new reading coach 2-3 times during first semester and twice during second semester to in-service her on using JRN, progress monitoring, and direct instruction in reading. She will also be sent to Smecken's fall reading conference.

**Intended Participants:** Teachers

**Dates:** Aug 8, 2012; Oct 10, 2012; Dec 12, 2012; Feb 13, 2013

**Activity Purpose:** Information, Skill Building

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

**Funding:** Title IIA

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

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

**Staff will receive information about Tier II/III referral process**

**Brief Description:** Staff will be introduced to referral form and process. Staff will fill out forms for some "fictional" students. Volunteers to serve on referral committee from each grade level will be requested.

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

**Date:** Aug 23, 2012

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** n/a

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

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

No professional development is needed for this strategy.

# 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... 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' 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... 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)

**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... 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... 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... 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: Reading Initiative
- I. Focused Academic Area: Math RTI

**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

**G. Attendance (IN Rules)****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-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

**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 Records Room
<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>	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes. Our attendance rate is consistently above 95% (95.7% currently) and increasing. We'll continue to implement our PBS incentive program to promote attendance, which is one of our targeted school-wide expectations.
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 Cloze Maze--CBM measure of reading comprehension            CBM Fluency--CBM measure of reading fluency            CBM Mathematics Concepts and Applications--CBM measure of mathematical problem solving            CBM Mathematical Fluency--CBM measure of computational fluency            ALEKS--has a diagnostic component            Acuity--diagnostic assessment that is aligned to IAS and given in ELA, math, social studies and science in Gr 7-8            STAR Reader--gives independent and grade level equivalent reading levels            STAR Math--gives independent and grade level equivalent math skills            JRN--has a diagnostic tool,a maze indicator, and an NWEA scale score tool</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