

School Improvement Plan - 2014-2015

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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 American 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:

- American 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

- Doug Heighway - School Counselor
- Bob Nobbe - Teacher
- Julie Patterson - Teacher
- Shawn Price - Principal
- Brian Rose - Community Representative (Business)
- Jeff Shoaf - Parent
- Wanda Siebert - Teacher

Strategy Chairs

- Doug Heighway
- Kathy Kramer
- Shawn Price
- Shawn Price

Community Council

- Bonnie Baute - Parent
- Spencer Gross - Business Member
- Andy and Mindy Hunnicutt - Parents
- Lisa Thayer - Community
- Dawn Wilson - Parent of students in school

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 - Percentage who pass the Writing Applications portion Of ISTEP+

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	74	85	65	85	83	88		90		92		

7th Graders - Percentage who pass ISTEP L.A. test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	68	72	61	75	77	80		82		88		

7th graders - Percentage who pass ISTEP Math test

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	78	82	86	84	78	85		86		89		

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68		70	69	73	68	76		79		79		100

All Students - graduation rate

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86	95.4	87	90.8	88	91.5	89		90		92		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)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81		82	78	83	81	84		85		88		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87		89	92	90	83	91		92		94		100

Graduates - Percentage of students earning 20 or more dual credits

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
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)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
52		55	53	58	55	60		61		64		100

Special Needs Students Completing English 10 - Percentage of students passing the L.A. ISTEP OR English 10 ECA

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45		47	49	49	50	51		52		54		100

Comprehensive 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.

Areas of Concern

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 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 goofing off in class. 13-21% report playing video games or working too many hours to be focused at school.

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... students are absent often

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

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... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Graduation Plan

Number of High School Students entering college with transfer credits.

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:

Strategies

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 Dean of Students 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 PBIS process, we also have attendance incentives weekly, quarterly, and by semester wherein students can earn different acknowledgments for being at school. In 2014-15 we will also continue our exam exemption for students that qualify based on academic, attendance, and discipline criteria. After the first year of implementation last year, we did see an improvement in overall attendance rate and more ownership from students in their individual daily attendance.

Impact Level: High Impact - Inside

Focus: Specific

Encourage Rigorous Curriculum

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 2015-16, 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. We have also partnered with Ivy Tech to bring on staff an I-Grad Coach that will also help guide students in the dual credit direction. As the I-Grad Program enters its final year of full grant funding in 2014-15 we will continue to explore ways to keep a similar program in place to support increased levels of high school completion and encourage more dual credit enrollment.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Language Arts

Hauser High School as well as all Flat Rock-Hawcreek Schools are entering the 7th year of their RTI programs, of which reading will be a continued focus. The 2014-15 year will involve continued training of a reading coaches 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 Achieve 3000 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 2014-15, professional development will largely focus on training the new reading coaches and exploring new reading interventions as well as specific training with our new Achieve 300 program.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Math

Hauser High School as well as all Flat Rock-Hawcreek Schools are entering the 7th year of their RTI program. This will be the fourth year of a math program formally following an RTI model. In 2014-15, 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 2014-15, professional development will focus upon data analysis and progress monitoring with AIMSWeb, and Aleks.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group

PBIS 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. 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. The Hauser PBIS 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. School-wide incentives have been put in place for both students and teachers to further promote this program.

Impact Level: High Impact - Inside

Focus: Specific

Graduation Plan

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 Resource 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 - Inside

Focus: Specific

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.

Encourage Rigorous Curriculum

Percentage of students receiving a Core 40 or IAHD

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

The percentage of graduates who have at least 20 dual credits

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Focused Academic Area - Language Arts

Percentage of teachers reporting implementing targeted reading strategies

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Focused Student Group

Attendance Rate

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95.2	96		96	

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	70		70	

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	35		25	

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	100		100	

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

Aug 24, 2014: ER departmental Curriculum Writing **Person:** Shawn Price

Nov 15, 2014: 1:1 School visitation **Person:** Jenna Johnson

Nov 30, 2014: 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, 2014: Collect fall data: Percentage of students receiving a Core 40 or IAHD **Person:**

Nov 30, 2014: Collect fall data: The percentage of graduates who have at least 20 dual credits **Person:**

Jan 13, 2015: Six Traits of Writing - Smekens **Person:** Shawn Price

Jan 13, 2015: Smekens Training - Reading **Person:** Rebekah Bryan

Jun 30, 2015: 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, 2015: Collect spring data: Percentage of students receiving a Core 40 or IAHD **Person:**

Jun 30, 2015: Collect spring data: The percentage of graduates who have at least 20 dual credits **Person:**

Focused Academic Area - Language Arts

Aug 3, 2014: Resource Remediation Sessions **Person:** Jennifer Veach

Nov 10, 2014: RTI Data Collection and Review Day **Person:** RTI Committee

Nov 30, 2014: Collect fall data: Percentage of targeted students who reach the "Instructional" level on the CBM cloze maze test within one year of intervention **Person:** RTI Com

Nov 30, 2014: Collect fall data: Percentage of teachers reporting implementing targeted reading strategies **Person:** RTI Com.

Jun 13, 2015: Six Traits of Writing - Smekens **Person:** All ELA

Jun 30, 2015: Collect spring data: Percentage of targeted students who reach the "Instructional" level on the CBM cloze maze test within one year of intervention **Person:** RTI Com

Jun 30, 2015: Collect spring data: Percentage of teachers reporting implementing targeted reading strategies **Person:**

Focused Academic Area - Math

Aug 3, 2014: ER departmental Curriculum Writing **Person:** Department Chair

Oct 3, 2014: RTI Data Collection and Review Day **Person:** RTI Committee

Nov 10, 2014: Zionsville 1:1 Visit for ALEKS integration **Person:** Jenna Johnson

Focused Student Group

Aug 25, 2014: Monthly EMP Committee Meetings **Person:** Becky Voyles

Nov 30, 2014: Collect fall data: Attendance Rate **Person:** JP Mayer

Nov 30, 2014: Collect fall data: Percentage of students receiving intervention through PBS who reach behavior goals within the year **Person:** EMP

Nov 30, 2014: Collect fall data: Percentage of students with no discipline referrals for targeted school-wide rule infractions **Person:** EMP

Nov 30, 2014: Collect fall data: Percentage of teachers who report enforcing targeted school-wide expectations consistently **Person:** EMP

Jun 30, 2015: Collect spring data: Attendance Rate **Person:** EMP

Jun 30, 2015: Collect spring data: Percentage of students receiving intervention through PBS who reach behavior goals within the year **Person:** EMP

Jun 30, 2015: Collect spring data: Percentage of students with no discipline referrals for targeted school-wide rule infractions

Person: EMP

Jun 30, 2015: Collect spring data: Percentage of teachers who report enforcing targeted school-wide expectations consistently

Person: EMP

Graduation Plan

Dec 10, 2014: Senior Progress meeting **Person:** Shawn Price

Apr 18, 2015: 8th grade Planning Session **Person:** Doug Heighway

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Encourage Rigorous Curriculum

1:1 School visitation

Brief Description: Group of teachers will visit area schools that have proven 1:1 initiatives already rolled out.

Intended Participants: Teachers, Administrators

Date: Nov 15, 2014

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Site Visit

Funding: Title IIA

Does this activity occur during the school day? Yes

Six Traits of Writing - Smekens

Brief Description: ELA teachers will participate in Smekens workshop for writing

Intended Participants: Teachers

Date: Jan 13, 2015

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Presentation, Study Group

Funding: Title IIA

Does this activity occur during the school day? No

Smekens Training - Reading

Brief Description: One-day workshop for teachers to plan and conduct differentiated small-group reading sessions.

Intended Participants: Teachers

Date: Jan 13, 2015

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Presentation, Collaborative Problem Solving

Funding: Title IIA

Does this activity occur during the school day? Yes

Focused Academic Area - Language Arts

Six Traits of Writing - Smekens

Brief Description: Two- Day workshop with focus on writing for test prep.

Intended Participants: Teachers

Date: Jun 13, 2015

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Presentation

Funding: Title IIA

Does this activity occur during the school day? Yes

Focused Academic Area - Math

Zionsville 1:1 Visit for ALEKS integration

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers, Administrators

Date: Nov 10, 2014

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Site Visit

Funding: Title IIA

Does this activity occur during the school day? Yes

Focused Student Group

No professional development is needed for this strategy.

Graduation Plan

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.

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

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:

- Encourage Rigorous Curriculum
- Focused Academic Area - Language Arts
- Focused Academic Area - Math

We are concerned that... Student engagement

Data Targets Influenced by This Concern:

- 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

Strategies to Impact This Concern:

- Attendance
- Encourage Rigorous Curriculum
- Focused Student Group
- Graduation Plan

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

Data Targets Influenced by This Concern:

- 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

Strategies to Impact This Concern:

- Attendance
- Encourage Rigorous Curriculum
- Focused Student Group
- Graduation Plan

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

- All Students -- graduation rate

Strategies to Impact This Concern:

- Attendance
- Focused Academic Area - Language Arts
- Focused Student Group

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:

- Focused Academic Area - Language Arts
- Focused Student Group

We are concerned that... Encourage Rigorous Curriculum**Data Targets Influenced by This Concern:**

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

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum

We are concerned that... Attendance**Data Targets Influenced by This Concern:**

- 7-8th graders -- Percentage who pass the Writing Applications portion of ISTEP+
- 7th Graders -- Percentage who pass ISTEP L.A. test
- 7th graders -- Percentage who pass ISTEP Math test
- 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

Strategies to Impact This Concern:

- Attendance

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

- All graduates -- Percentage who earn a Core 40 Diploma or higher
- All Students -- graduation rate
- Graduates -- Percentage of students earning 20 or more dual credits

Strategies to Impact This Concern:

- Graduation Plan

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?	Principals Record 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"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	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, New exam exemption for attendance and PBIS initiatives
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</p> <p>CBM Fluency--CBM measure of reading fluency</p> <p>CBM Mathematics Concepts and Applications--CBM measure of mathematical problem solving</p> <p>CBM Mathematical Fluency--CBM measure of computational fluency</p> <p>ALEKS--has a diagnostic component</p> <p>Acuity--diagnostic assessment that is aligned to IAS and given in ELA, math, social studies and science in Gr 7-8</p> <p>STAR Reader--gives independent and grade level equivalent reading levels</p> <p>STAR Math--gives independent and grade level equivalent math skills</p> <p>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 Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2016-2017 school year