

School Improvement Plan - PL221 Version - 2008-2011

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Logansport Comm High Sch (0701)

Logansport Community Sch Corp

Logansport, 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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Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 7
- Academic Goals 8
- Areas of Concern 10
- Strategies 12
- Professional Development 14
- Relationship Report -- Areas of Concern / Strategies / Data Targets 16
- Force Field Excerpt 20
- To-Do List 21
- Continuous Improvement Timeline 25

School Improvement Plan Introduction

Logansport Comm High Sch

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

- Indiana Student Achievement Institute
- PL221
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Jack Gardner - Administrator
- Matt Jones - Administrator
- Mike McCord - Community Representative (Business)
- Deb Miller - Teacher
- Susan Mordenti - School
- Frank Patacsil - Teacher
- Deb Piercy -
- John Richards - Teacher
- Pam Zehner - Parent/Guardian

Strategy Chairs

- Cory Cripe
- DeeAnn Daniels
- Jack Gardner
- Claire Grostefon
- Matt Jones
- Bucky Kramer
- Deb Miller
- Frank Patacsil
- Deb Piercy
- John Richards
- Mary Lou Smith

Community Council

- Dave Arnold - Community Services Specialist
- Larry Arnold - US Army Recruiter
- Greg Baldini - Police Office
- Jill Baughman - Executive Director
- Keith & Theresa Binkerd - Analyst
- Ned & Jean Boyd - Music Teacher
- Dianne Brown - Optometrist
- Leo Burns - Attorney
- Deanna Crispen - Executive Director
- Theresa Deitrich - Owner
- Barb Dingeldein - Program Coordinator
- Rev. Scott Ellison - Chaplin
- Jan Fawley - Parks Administrator
- Mike Fincher - Mayor
- Joyce Gebhardt - Executive Director
- Pam Gregory - Human Resources Manager
- Mark Hetz - Insurance Agent
- Dan Hockney - Dean-Logansport Campus
- James Jacobs - Planet Accountant
- Teresa Keay - Formation Coordinator

- Dan Kendall - President
- Scott Kraud - City Councilman
- Randy Martin - Chief Financial Officer
- Robyn McCloskey - Publisher
- Judy McNary - Realtor/Former Teacher
- Gabriela Moore - Community Liaison
- Linda Musselman - Vice President of Human Resources
- Lynne Ness - Sales Manager
- Stephanie Patacsil - Sales Manager
- Nadine Pearson - Assistant Coordinator
- Herb Price, OD - Optometrist
- Christine Riley - Loan Officer
- Don Shelhart - Cass County Councilman
- Terry Tharp - Risk Manager
- Dave Wihebrink - President
- Arin Zehner - County Planner

Vision Statement

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

We believe all students deserve:

Logansport High School Vision Statement

We believe all students deserve:

teachers who care. Teachers at Logansport High School will continue to be creative and enthusiastic to provide every student with the expertise they deserve. Students deserve a safe and secure learning environment where morals matter and students are held accountable for their actions within a structured environment. Students should be challenged and provided opportunities to develop their talents and abilities by being exposed to stimulating, meaningful learning experiences. Every student deserves the chance to master fundamentals and examine post high school options.

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 the following attitudes and actions:

are respectful, disciplined, and trustworthy. Adults in our community are committed to equal opportunities, responsibility, and recognition for everyone. The adults in Logansport have lives that are balanced and structured. Adults in our community provide a safe environment by expecting others to be accountable for their actions and providing consistent consequences which are positive and practical. Adults in our community seek to become life-long-learners.

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:

are challenged academically. All students are self-disciplined and have positive attitudes. All Logansport High School students have access to caring, passionate, positive teachers in safe learning and living environments. All students are held responsible by consistent teacher and parent involvement. All students have recognition for their accomplishments and opportunities for their present and future. Students have different choices for personal success, receive one-on-one assistance, and are heard when they speak.

All students deserve:

to be treated with respect to learn to become balanced as individuals to be safe discipline structure equal opportunity equal responsibility equal respect to get and to give consistent consequences: positive, assurance and praise, behavior a chance for a better life to be held accountable for their actions to be guided (not a sink or swim mentality) support that extends beyond the classroom walls to be believed in to be told that they are important recognition for their accomplishments a quiet/peaceful environment to learn in a nonracial environment treated equally discipline guidelines teachers who care (not just paycheck collectors) current curriculum manners morals to be taught truth (not just a theory like evolution) love high expectations disciplines approach- doing things the right way every time consistency quality leadership respect equality amazing role models effective/safe environment parent involvement demand for excellence pushed beyond comfort zone (in a positive way)

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

- % of students who pass ISTEP: 100%%
- % of students who receive extra assistance: 100%%

Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	62%		58%	70%	68.6%	75%		80%		85%		100%

10th Grade - Pass ISTEP Math - 10th grade

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%		60%	70%	62.9%	75%		82%		87%		100%

All ISTEP Tests - Average Percent Passing Algebra and Functions Math Standard 4

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			60%	70%	65%	77%		84%		92%		100%

All ISTEP Tests - Average Percent Passing Reading Comprehension Language Arts Standard 9.2.1

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			58%	70%	68%	77%		85%		93%		100%

English Language Learners - Average Percent Passing ISTEP Math and Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			30%	50%	24%	55%		58%		61%		100%

Freshmen - Earning 10 credits

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	90%	95%	95	97%		98%		100%		100%		100%

Freshmen - Pass ISTEP Language Arts - 10th grade

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	67%		58%	70%	66%	75%		78%		81%		100%

Special Education Students - Average Percent Passing ISTEP Math and Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			14%	50%	26.8%	53%		56%		60%		100%

Students Graduating from High School - Percent Graduating

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	84%	90%	81%	92%		94%		96%		98%		100%

Students on Free and Reduced Lunch - Average Percent Passing ISTEP Math and Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			46%	60%	46.5	62%		65%		68%		100%

Areas of Concern

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

Local Areas of Concern

Concern: [blank]

Concern: Students do not spend enough time reading.

Students are not doing well on the reading portions of ISTEP.

Concern: A low percentage of our students pass the GQE

Only 58% of all students pass both sections of the GQE.

Concern: A low percentage of our English Language Learners pass the GQE

83% of this year's 10th grade ENL students report that they expect to pass the GQE, while only 27% actually do.

Concern: A low percentage of our students of Free and Reduced Lunch pass the GQE

92% of all students on Free/Reduced Lunch report that they will be successful at high-stakes testing, while only 44% of this year's 10th graders on F/R actually do. This compared to 64% on paid lunch.

Concern: A low percentage of our Special Education Students pass the GQE

Only 11% of this year's 10th graders passed both sections of the GQE.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

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

Local Strategies

Content Area Reading

90% of Logansport High School teachers will implement an additional reading activity into their content area lesson plans each week by the end of the second semester 2008-2009 school year in order to improve student reading levels.

Extended Learning Activities

Students will be provided additional time/instruction. This strategy will focus on students who are failing core subjects and students who need additional help in core subject areas.

Freshman Academy Math Lab

Incoming freshman students who score within 50 points of passing ISTEP math in their 8th grade year will be enrolled in the Freshman Academy Math Lab for the 2008-2009 school year. This class will meet daily and be instructed by Frank Patacsil. The classroom is located in the Freshman Academy wing of the school in room G-138. Students will receive additional instruction to improve their understanding of math concepts.

Freshman Language Arts Lab Phase II

Incoming freshman who almost passed ISTEP in 8th grade will be placed in the lab class by their 8th and 9th grade counselors. Freshman lab teachers will work with these students on a daily basis to master Indiana Academic Language Arts standards.

Targeted Assistance - English/Reading Class

Reading levels at Logansport High School for students that are reading below grade level will be improved through focused instruction during their 9th grade year. Targeted students are any students including exceptional learners and ENL students who read above a 6th grade comprehension level and but below a 9th grade comprehension level. They will be enrolled in sections of English 9 in the Freshman Academy where the emphasis will be reading.

Targeted Assistance ENL

We plan to develop and implement a three-pronged program to improve instruction for English Language Learners. We plan to develop an ENL Government and Economics Class for the 08-09 school year, shelter level one learners in core classes, and re-configure the sequence of English classes for ENL students.

Required Strategies

A. Parent Involvement

At LHS, Freshman Academy students invite their parents and lead their own conferences. 10th-12th grade parents schedule their own conferences with teachers they wish to see during Corporation-wide release days.

B. Technology Coordination

Logansport High School and Logansport Community Schools have technology committees that meet regularly to discuss technology concerns. This committee writes, edits, maintains, and implements the Technology Plan

C. Safe and Disciplined Learning Environment

Logansport High School maintains a high level of safety and discipline. Two members of the administrative team are Certified School Safety Specialists. They regularly attend meetings and trainings. Discipline is maintained by a Dean of Students and the Assistant Principal. Further, LHS has a School Resource Officer in the building each day.

D. Attendance

Logansport High School employs a full-time attendance officer. It also uses an automated dialer from US Netcom to contact the parents of students with unverified absences and truanancies.

E. Offer Core 40 / Honors Courses

LHS requires all incoming students to be placed on the Core 40 diploma. We offer a wide variety of Honors courses in each department and we offer twelve Advanced Placement courses.

F. Encourage Core 40 / Honors Courses

LHS requires all incoming students to be placed on the Core 40 diploma. We offer a wide variety of Honors courses in each department and we offer twelve Advanced Placement courses.

G1. Exceptional Learners - Gifted

LHS offers twelve Advanced Placement courses and many honors classes in every department.

G2. Exceptional Learners - Special Education

LHS is the fiscal agent for the Logansport Area Joint Special Services Cooperative. We offer a comprehensive Special Needs program including services for Severe, Moderate, Mild, and Learning Disabled students as well as Emotionally handicapped, visually impaired, hearing impaired and physically challenged individuals.

H. Cultural Competency

Logansport High School will follow the direction of Logansport Community School Corporation in the design and development of a Cultural Competency initiative.

Professional Development

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

Content Area Reading

Professional Development Activity	Funding	Activity Purpose
<i>Reading Toolbox</i>	Source: Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Faculty reading strategy toolbox available on-line in power point format to assist teachers in developing reading activities in their content area.	Teachers	Presentation/Workshop Peer Coaching Professional Reading Action Research

Freshman Language Arts Lab Phase II

Professional Development Activity	Funding	Activity Purpose
<i>Secure training for new teachers as needed</i>	Source: Professional Development funds Amount: \$200	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
New teachers to the program will be provided professional development opportunities.	Teachers	Study Group Peer Coaching

Targeted Assistance - English/Reading Class

Professional Development Activity	Funding	Activity Purpose
<i>Professional leave to develop reading class curriculum</i>	Source: professional development funds Amount: \$200	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Targeted Freshmen English teachers will be allowed professional leave to develop curriculum for reading class.	Teachers	Study Group Peer Coaching Professional Reading Collaborative Problem Solving Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Professional leave to develop reading class curriculum</i>	Source: Professional development funds Amount: \$200	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Targeted Freshmen English teachers will be allowed professional leave to develop curriculum for reading class.	Teachers	Study Group Peer Coaching Professional Reading Action Research

Targeted Assistance ENL

Professional Development Activity	Funding	Activity Purpose
<i>Sheltered Instruction Training (SIOP)</i>	Source: Grant funding Amount: \$200	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers involved in teaching ENL students will receive training to develop skills.	Teachers	Presentation/Workshop Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Instructional Assistant Training</i>	Source: grant funding Amount: \$150	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Instructional assistants who work with ENL students will be provided training to improve skills.	Other	Presentation/Workshop Study Group

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: [blank]

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

Concern: Students do not spend enough time reading.

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Average Percent Passing Reading Comprehension Language Arts Standard 9.2.1
- English Language Learners -- Average Percent Passing ISTEP Math and Language Arts
- Freshmen -- Pass ISTEP Language Arts - 10th grade
- Special Education Students -- Average Percent Passing ISTEP Math and Language Arts
- Students on Free and Reduced Lunch -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

Concern: A low percentage of our students pass the GQE

Data Targets Influenced by This Concern:

- English Language Learners -- Average Percent Passing ISTEP Math and Language Arts
- Special Education Students -- Average Percent Passing ISTEP Math and Language Arts
- Students on Free and Reduced Lunch -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

- Content Area Reading
- Extended Learning Activities
- Freshman Academy Math Lab
- Freshman Language Arts Lab Phase II
- Targeted Assistance - English/Reading Class

Concern: A low percentage of our English Language Learners pass the GQE

Data Targets Influenced by This Concern:

- English Language Learners -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

- Content Area Reading
- Extended Learning Activities
- Freshman Academy Math Lab
- Targeted Assistance - English/Reading Class
- Targeted Assistance ENL

- H. Cultural Competency

Concern: A low percentage of our students of Free and Reduced Lunch pass the GQE

Data Targets Influenced by This Concern:

- Students on Free and Reduced Lunch -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

- Content Area Reading
- Extended Learning Activities
- Freshman Academy Math Lab
- Freshman Language Arts Lab Phase II
- Targeted Assistance - English/Reading Class

Concern: A low percentage of our Special Education Students pass the GQE

Data Targets Influenced by This Concern:

- Special Education Students -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

- Content Area Reading
- Extended Learning Activities
- Freshman Academy Math Lab
- Targeted Assistance - English/Reading Class

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- English Language Learners -- Average Percent Passing ISTEP Math and Language Arts
- Special Education Students -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

- A. Parent Involvement

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All ISTEP Tests -- Average Percent Passing Algebra and Functions Math Standard 4
- All ISTEP Tests -- Average Percent Passing Reading Comprehension Language Arts Standard 9.2.1
- Students Graduating from High School -- Percent Graduating

Strategies to Impact This Concern:

- Extended Learning Activities
- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- English Language Learners -- Average Percent Passing ISTEP Math and Language Arts
- Special Education Students -- Average Percent Passing ISTEP Math and Language Arts
- Students Graduating from High School -- Percent Graduating
- Students on Free and Reduced Lunch -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

- Freshman Academy Math Lab
- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- English Language Learners -- Average Percent Passing ISTEP Math and Language Arts
- Freshmen -- Earning 10 credits
- Freshmen -- Pass ISTEP Language Arts - 10th grade
- Special Education Students -- Average Percent Passing ISTEP Math and Language Arts
- Students Graduating from High School -- Percent Graduating
- Students on Free and Reduced Lunch -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

- D. Attendance

E. Offer Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- 10th Grade -- Pass ISTEP Math - 10th grade
- Students Graduating from High School -- Percent Graduating

Strategies to Impact This Concern:

- E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- Students Graduating from High School -- Percent Graduating

Strategies to Impact This Concern:

- F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- Freshmen -- Pass ISTEP Language Arts - 10th grade
- Students Graduating from High School -- Percent Graduating

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Special Education Students -- Average Percent Passing ISTEP Math and Language Arts
- Students Graduating from High School -- Percent Graduating

Strategies to Impact This Concern:

- Content Area Reading
- Extended Learning Activities
- Targeted Assistance - English/Reading Class
- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- English Language Learners -- Average Percent Passing ISTEP Math and Language Arts
- Special Education Students -- Average Percent Passing ISTEP Math and Language Arts
- Students Graduating from High School -- Percent Graduating
- Students on Free and Reduced Lunch -- Average Percent Passing ISTEP Math and Language Arts

Strategies to Impact This Concern:

- Targeted Assistance ENL
- H. Cultural Competency

Force Field Excerpt

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

Description and location of curriculum:	Main Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP test is given to all grades	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Content Area Reading

Apr 24, 2008: Preview of reading toolbox

Person: Dee Ann Daniels

Activity: preview

May 1, 2008: faculty survey - initial

Person: Dee Ann Daniels

Activity: Collect baseline data

May 5, 2008: faculty survey

Person: Dee Ann Daniels

Activity: Gather current data for current use of content area reading strategies

Aug 15, 2008: Present finished reading toolbox to teachers and make available on-line

Person: Dee Ann Daniels

Activity: Reading Toolbox

Oct 10, 2008: Create PowerPoint Data Base

Person: Dee Ann Daniels

Activity: Gather current data for current use of content area reading strategies

Dec 10, 2008: survey faculty

Person: Dee Ann Daniels

Activity: survey

Dec 18, 2008: faculty survey

Person: Dee Ann Daniels

Activity: Collect first semester/trimester follow up data

May 1, 2009: faculty survey

Person: Dee Ann Daniels

Activity: Collect final semester/trimester follow up data

May 5, 2009: faculty survey

Person: Dee Ann Daniels

Activity: Gather current data for current use of content area reading strategies

Extended Learning Activities

Dec 10, 2007: Visit North Central High School

Person: Bucky Kramer

Activity: Program Visitation

Freshman Language Arts Lab Phase II

Aug 5, 2008: Purchase additional copies of resource book

Person: Claire Grostefon

Activity: Have Simple 6 writing resource library available

Aug 15, 2008: Inform new teachers of materials availability and location

Person: Claire Grostefon

Activity: Have Simple 6 writing resource library available

Aug 15, 2008: Identify method of training

Person: Jack Gardner

Activity: Secure training for new teachers as needed

Aug 16, 2008: Survey teachers

Person: Claire Grostefon

Activity: Collect baseline data

Dec 10, 2008: Survey teachers

Person: Claire Grostefon

Activity: Collect first semester/trimester follow up data

May 15, 2009: Survey teachers

Person: Claire Grostefon

Activity: Collect final semester/trimester follow up data

Targeted Assistance - English/Reading Class

Apr 15, 2008: Allow 9th grade teachers release time to research and develop the curriculum

Person: Tammy Minks

Activity: Professional leave to develop reading class curriculum

May 1, 2008: To secure teachers for the 3 sections of 9th grade english reading class

Person: Jack Gardner

Activity: English reading - class enrollment

May 5, 2008: Meet with the 9th grade English teachers to research who is interested in teaching those sections of English reading

Person: Tammy Minks

Activity: Meeting with the potential 9th grade English teachers

May 5, 2008: Survey to determine the percent of targeted Freshmen English teachers who focus on reading comprehension, language arts standard 2, in their classes.

Person: Tammy Minks

Activity: Percentage of targeted Freshmen English teachers who increase the number of minutes engaged in reading

May 10, 2008: Locate students for the class

Person: Susan Mordenti

Activity: Locate eligible students in 8th grade per STAR reading, ISTEP scores, or other standardized reading

Jun 8, 2008: Review 8th grade records for students reading at grade 6 but below grade 9

Person: Susan Mordenti

Activity: English reading - class enrollment

Aug 16, 2008: Survey to determine the percent of targeted Freshmen English teachers who focus on reading comprehension, language arts standard 2, in their classes.

Person: Tammy Minks

Activity: Percentage of targeted Freshmen English teachers who increase the number of minutes engaged in reading

Sep 15, 2008: Professional leave to develop reading class curriculum

Person: Tammy Minks

Activity: Professional leave to develop reading class curriculum

Dec 12, 2008: Survey to determine the percent of targeted Freshmen English teachers who focus on reading comprehension, language arts standard 2, in their classes.

Person: Tammy Minks

Activity: Percentage of targeted Freshmen English teachers who increase the number of minutes engaged in reading

Jan 20, 2009: Professional leave to develop reading class curriculum
Person: Tammy Minks and Cory Cripe
Activity: Professional leave to develop reading class curriculum

May 5, 2009: Survey to determine the percent of targeted Freshmen English teachers who focus on reading comprehension, language arts standard 2, in their classes.
Person: Tammy Minks
Activity: Percentage of targeted Freshmen English teachers who increase the number of minutes engaged in reading

Targeted Assistance ENL

- ✓ **Mar 18, 2008:** Determine results of data
Person: Mary Lou Smith
Activity: Collect baseline data
- ✓ **Mar 18, 2008:** Survey to determine the number of teachers who use student ILP's and have attended a ENL training session.
Person: Mary Lou Smith
Activity: Collect baseline data
- Mar 18, 2008:** collect baseline data
Person: Mary Lou Smith
Activity: Collect final semester/trimester follow up data
- May 19, 2008:** Identify ENL students in need
Person: Emily Graham
Activity: ENL Summer School
- Jul 14, 2008:** Write course curriculum
Person: Minnick/Graham
Activity: Implement ENL Government and Economics class
- Jul 17, 2008:** Train Instructors
Person: Emily Graham
Activity: Implement ENL Government and Economics class
- Aug 12, 2008:** Present to First Faculty Meeting
Person: Graham/Smith
Activity: Faculty Meeting to Explain Program Enhancements
- Aug 18, 2008:** Schedule Training
Person: Emily Graham
Activity: Instructional Assistant Training
- Sep 8, 2008:** Student Discussion Group
Person: Emily Graham
Activity: Instructional Assistant Training
- Sep 15, 2008:** ENL Committee Collaboration
Person: Emily Graham
Activity: Sheltered Instruction Training (SIOP)
- Oct 14, 2008:** Workshop for all teachers
Person: Emily Graham
Activity: Sheltered Instruction Training (SIOP)
- Nov 20, 2008:** Develop questionnaire
Person: Mary Lou Smith
Activity: Collect first semester/trimester follow up data

- Jan 9, 2009:** Collect data
Person: Mary Lou Smith
Activity: Collect first semester/trimester follow up data
- Mar 4, 2009:** Workshop for ENL teachers
Person: Emily Graham
Activity: Sheltered Instruction Training (SIOP)
- Mar 10, 2009:** Develop Questionnaire
Person: Mary Lou Smith
Activity: Collect final semester/trimester follow up data
- Mar 18, 2009:** Collect data
Person: Mary Lou Smith
Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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

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