

School Improvement Plan - PL221 Version - 2008-2011

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Lincoln Middle School (0702)

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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School Improvement Plan Introduction

Lincoln Middle School

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Norma Castelan - Parent/Guardian
- Cory Howard - Teacher
- James Marchand - School Counselor
- Derek McGuire - Community
- Susan Swartz - Administrator
- Anita Vernon - Teacher

Strategy Chairs

- Lisa Arnett
- Joanie Beck
- Jacqueline Danhauser
- Kimberly Dickson
- Virginia Figueroa
- Cheri Hogan
- Jamee Jones
- Anthony Kinney
- James Marchand
- Bonnie Sonafrank
- Susan Swartz
- Matt Tuggle

Community Council

- Chris Armstrong - BB/BS Director/parent
- David Calisto - insurance
- Jenny Clark - surveyor
- Mike Clark - Police
- Ronda Deitrich - cafeteria supervisor/parent
- Tami Dibble - assistant to the dean
- Steve Hagen - Director
- Gretchen Miller
- Brad Rozzi - Attorney
- Rosie Schafer - parent
- William Shannon - minister
- Sandi Simms
- Michele Slone

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:

We believe: • Students deserve to be treated with equality. • Students deserve to be respected by their teachers and peers and to have their work appreciated. • Students have the right to be heard. • Students deserve to have high expectations for their education. • Students deserve caring, compassionate, enthusiastic teachers. • Students deserve a variety of instructional methods. • Students deserve one-to-one help and opportunities to engage in learning activities outside the classroom. • Students deserve a safe, clean, orderly and positive learning environment. • Students deserve to have consistently enforced rules and to be accountable for their behavior. • Students deserve good role models and to be heard. • Students deserve the opportunity to participate in more rigorous classes. • Students deserve the opportunity to participate in extra help groups. • Students deserve smaller class sizes. • Students deserve to be accountable for their actions.

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. All teachers, parents, and community members have high expectations for all students and value education with the utmost importance. They provide good role models and are goal oriented so students can achieve the highest success. To ensure all students learn, adults provide a safe and caring environment. All teachers are fun, enthusiastic, compassionate, and knowledgeable in their field of study. Teachers use a variety of methods and styles to challenge students while teaching and seek alternative ways to help students learn. Teachers go that extra step in helping students succeed and provide a learning environment that is student centered. Teachers love their job. Parents are actively involved in their child's education. They talk daily to their child about school and assist them with their studies when needed. The community is an active partner in the school. Each grade level works closely with the community to provide real world experiences for the students. The students have an understanding of possible career paths for later in life.

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 excited about coming to school and have high self-expectations. They are active learners, diligent, and self motivated in getting the best grades. Students are provided many opportunities to work independently and participate in a group setting. Students want a challenging curriculum and are always looking for ways to improve by being goal oriented. Students show strong self-management skills by arriving to school on time, having high attendance rates, and turning in all assignments prior to the due date. They show great respect for their teachers and peers. They are attentive in class and are not afraid of risk taking or asking questions to delve deeper into discussion. Students come to school ready to learn and do their best.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who are performing at grade level in all subjects: 100%
- % of students who are 8th graders receiving credit for Algebra 1: 100%
- % of students who are graduating with at least a Core 40 diploma: 100%
- % of students who are receiving all passing grades: 100%
- % of students who LMS students scoring 1100 or higher on SAT: 100%
- % of students who pass all classes: 100%
- % of students who read at grade level: 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	
73	70	76	69	80	71.7%	82		84		86		100

All students - Percent increasing scores on the writing process portion of ISTEP

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	
NA	NA	66	68	68	68	70		72		74		100

All students - Percent of students who increase reading comprehension on ISTEP

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	
N/A	NA	NA	69	75	71	77		79		82		100

All students - Percentage passing all classes

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	
81%	80%	85%	71%	87		89		91		93		100

Eighth grade students - Percentage passing pre-algebra or higher math (both semesters)

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	
100%	100%	100%	100%	100		100		100		100		100

Free and Reduced Lunch Students - Percent Passing both Sections of ISTEP

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	45	61	56	64	49%	66		68		70		100

LEP Students - Percent Passing ISTEP 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	
50	3	53	30	56	38%	58		60		62		100

LEP Students - Percent Passing ISTEP Math

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	
55	16	58	48	61	57	63		65		67		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: Social promotion leads to lack of student accountability

89% of the students have high expectations for themselves; 11% of the faculty feel that students have high expectations of themselves;

Concern: Student need extra time/help to learn hard material

29% of the students do not feel they get extra help at school when having difficulty learning hard material; 93% of the faculty state they provide extra help in the classroom for students who can learn hard material, but need extra and/or individualized help; 96% of faculty state they provide additional time for students who can learn hard material, but at a slower pace - only 40% of the students feel this way and only 39% of the parents feel this way

Concern: Lack of consistent writing assessment

Corporation wide discussion with Language Arts teachers a need for consistent assessment tool.

Concern: Students need additional time to learn reading comprehension skills.

ISTEP and Accelerated Reader results concerns were identified

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

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

Multi-age classroom - CSI - LINC (Learning in New Channels)

Lincoln Middle School provides an alternative classroom for under-achieving students in grades 7 and 8. The student participants are invited to attend the "school-within-a-school" program based upon the student's academic performance. (The program is not intended for students who have behavioral issues; a program exists for those individuals and is located outside the confines of the school.) The classroom is staffed by an elementary licensed teacher and a full-time teaching assistant. The standards from 7th and 8th grade are taught in the self-contained classroom. Students may attend expressive arts classes with their grade-level counterparts. Teaching methodologies include differentiated instruction and non-traditional learning strategies. The goal of the program is to improve the student's attitude and self-confidence toward learning and create a successful learning environment. Parents and students are invited to an orientation session which is held in late May. The parent, student, classroom teacher, and principal will jointly develop a learning contract tailored to the individual student's needs. A conference with the student and teacher will take place each six weeks. The program will house a maximum of 20 students.

Reading Comprehension

Students who score low on reading comprehension as identified through classroom teachers and ISTEP scores will be involved in this strategy. There will be a focus on vocabulary from core subjects and an application of these terms when reading and writing on these subject areas. Students may be assigned to a special reading class, "REACH", that meets daily for 12 weeks or a year, depending upon need. REACH stands for Reading Effectiveness and Comprehension Help, the focus of the class along with vocabulary development.

Simple 6

All students will participate in writing activities at least once every six weeks and be evaluated using the Simple 6 rubric. Teachers will provide anchor papers so students can see samples of acceptable writing assignments. Student writing assignments will be turned in to Ms. Swartz who will track the number of teachers complying with following the writing program as well as track the number of 4, 5, and 6 (scored) papers.

Required Strategies

A. Parent Involvement: Parents Involved in Education (P.I.E.)

Parents will have the opportunity throughout the school year to be better informed of their students' curriculum, success, and school policies at Lincoln Middle School. This will be accomplished through technology training, informational resources, transitional back-to-school night, parent-teacher interventions, and P.I.E. (Parents Involved in Education) meetings.

B. Technology Coordination: Technology Support/Instruction

Technology training and support is provided for all students and staff. All students are enrolled in a twelve-week class entitled Computer Applications. Students take this class each year as a 6th, 7th, and 8th grader. The class builds each year upon skills gained the previous year. Students use Ultra-Key, Microsoft Word, Excel, and Powerpoint for classroom presentations or projects. In addition, most students are enrolled for twelve-weeks in Industrial Technology, a class which incorporates multi-media as part of the curriculum. Students take this class all three years while at LMS. Staff members are provided technology support through the Corporation technology trainer. Staff can sign-up for individual training or for training in a small group. Language Arts teachers use STAR reading and accelerated reader tests. PLATO is used to assist in remediation at all grade levels. In addition to the Computer Applications lab, another lab is available for classroom instruction. This lab also includes a digital projector to assist with instruction.

C. Safe and Disciplined Learning Environment: Safe Schools

Staff will continue to implement our Corporation-wide Safe Schools plan along with support the policies included in the Student/Parent Handbook. The Corporation-wide policy manual is being updated for the 2007-2008 school year as is the Student/Parent Handbook. A review of this information, highlighting major changes, will take place at the beginning of the 2007-2008 school year. In addition, the administration and the guidance department will review social issues of behavior, attitudes, choices, and common courtesies to make sure we are addressing student and staff concerns. It will be the intent of our research to develop an incentive program which will recognize students for positive behaviors.

D. Attendance: Attendance

The administration and guidance department monitor daily attendance. Personal phone calls are made to parents if the child is not in attendance at school. Letters are sent home to communicate with the parent when their child's record of absence becomes excessive. The Corporation is currently reviewing attendance information and a new attendance policy will be in place for next school year. We currently recognize perfect attendance for each school year during our May awards program. We also recognized students for perfect attendance during ISTEP+ testing. The administration and guidance department will be working on an attendance incentive program for the 2008-2009 school year.

G1. Exceptional Learners - Gifted

Teachers will continue to recommend students for the accelerated math and English classes for grades 6, 7, and 8. In addition, interested students will be asked to complete an application form for the accelerated 8th grade social studies class. Staff members are encouraged to utilize questioning techniques that require higher order thinking skills. When 8th grade students are looking at their high school classes, they are encouraged to take classes toward the Academic Honors Diploma. During SRT, teachers of enrichment classes are encouraged to provide activities which expand the students' scope of thinking.

G2. Exceptional Learners - Special Education

Special education teachers utilize ISTAR, TABE, and ISTEP+ to evaluate academic growth of their students. IEP's are developed through case conferences and plans for academic and behavior modifications are included and followed by all staff.

G2. Exceptional Learners - Special Education: inclusionary program and team teaching

During the 2008-2009 school year, LMS special education teachers, along with the math and language arts general education teachers, will develop an inclusionary program and team teaching for the LD and MI students. Special education teachers and general education teachers will be team teaching math and language arts classes to assist the special education students in gaining skills and mastery of standards at grade level. This inclusionary setting will provide support from special education teachers who understand the students' learning styles along with expertise of the subject area general education teachers.

G2. Exceptional Learners - Special Education: Resource Room

Provide a resource room for those special education students who are having difficulty with classroom assignments or are in need of remediation in math/language arts. Special education teachers will be assigned to the resource room at least one period a day to be of assistance to the students.

H. Cultural Competency: English as a New Language

Through a team of teachers we will make changes to the current ENL program by developing a "Newcomer's Program" and sheltered language arts classes for ENL students. The program was implemented during the 2007-2008 school year and will continue, making modifications where necessary and as outlined by the Migrant Program, for the next school year. The "Newcomer's Program is dedicated to helping limited English proficient newcomer students transition to the American school system as quickly and painlessly as possible. It emphasizes English language acquisition while recognizing that development of language skills is but one of the many steps in the transition process. The sheltered language arts program is an instructional approach used to make academic instruction in English understandable to LEP students. In the sheltered classroom at LMS, the teacher will use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics and language arts. In addition, all LMS staff members will be provided training on Hispanic culture.

I. Focused Instruction / Curriculum: SSP

The Student Success Process is an eight step initiative to improve student performance for the ISTEP+ test. It is based on the foundation that all students can be successful regardless of subgroups. The process includes: the disaggregation of data on the basis of student assessments in the acquisition of the Indiana Academic Standards in both math and language arts. The percentage of students mastering each skill is ranked from weakest to strongest. Special attention is given to break out groups to determine if specific skills are lacking. Students are given an end of the year test over the standards. Weak standards are identified and an instructional calendar is created to decide on what standards to remediate. Teachers teach mini lessons for two weeks on a particular skill or proficiency area. Students take a test. The students who pass go into enrichment period and

the students who fail go into tutorial and the process starts over. Program was piloted during the second semester of the 2005-2006 school year.

O. Extended Learning Activities: Creating Student Interventions (CSI)

The CSI Club is open to all students, grades 6-8. The club meets twice a week for an hour after school, for at least six-weeks at a time. Students are selected for participation based upon grades (specifically targeting those students who have multiple F's in core subjects and have failed at least one portion of the ISTEP+ test) and also on ability. Specifically, the intent of the program is one of "accountability." Students are targeted for the program who are underachieving. Staff members supervise the tutoring sessions. The student and his parent sign a contract that states the student will attend at least 95% of the sessions. In addition, the student must complete classroom assignments thoroughly and on time, ask questions of the CSI Club supervisors if he does not understand the material, use assignment book, and apply himself to the best of his ability. Failure to satisfactorily complete the objectives of the program moves the student to a different intervention.

Professional Development

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

Multi-age classroom - CSI - LINC (Learning in New Channels)

Professional Development Activity	Funding	Activity Purpose
<i>Network with other alternative education instructors</i>	Source: Professional Development Amount: \$250.00	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Visit other programs to gain information about curriculum and program information.	Teachers	Talk to Collaborative Problem Solving Networking/Site Visit

Simple 6

Professional Development Activity	Funding	Activity Purpose
<i>Consultant Visits</i>	Source: Professional Development Grant Amount: \$3400.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Consultant meets for a day each semester with teachers to review Simple 6 and share examples and model teaching strategies.	Teachers	Talk to Peer Coaching Professional Reading

D. Attendance: Attendance

No professional development is needed for this strategy.

G2. Exceptional Learners - Special Education: inclusionary program and team teaching

Professional Development Activity	Funding	Activity Purpose
<i>Staff become familiar with inclusion and team teaching</i>	Source: Professional Development Amount: \$500.00	Information
Brief Description	Intended Participants	Activity Format
Meet to brainstorm ideas - teachers/staff learn and practice skills of team teaching.	Teachers	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Visit other schools who utilize inclusion and team teaching</i>	Source: Professional Development Amount: \$500.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Visit other schools, talk with staff members - discuss strategy implementation	Teachers	Talk to Networking/Site Visit

H. Cultural Competency: English as a New Language

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Training</i>	Source: Professional Development Amount: \$500.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Staff members gain further information regarding Hispanic culture - DOE representatives. Also, ENL teacher and paraprofessionals visit other ENL/Newcomers programs to gain further information to strengthen the LMS program.	Teachers Counselors Administrators	Talk to Presentation/Workshop Study Group Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Cultural Awareness Training for Staff</i>	Source: Professional Development Amount: \$300.00	
Brief Description	Intended Participants	Activity Format
DOE staff and local ENL personnel assist general education staff in Hispanic culture issues.	Teachers Counselors Administrators	Talk to Presentation/Workshop Professional Reading

I. Focused Instruction / Curriculum: SSP

Professional Development Activity	Funding	Activity Purpose
<i>Talk to/Talk-to-Again</i>	Source: Professional Development Amount: \$200.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Administrators publically encourage and support the mission of SSP and how this concept aligns with school and corporation goals.	Teachers Counselors Administrators Students	Talk to Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Teacher coaching</i>	Source: Professional Development Amount: \$500.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Lead staff members coaching and encouraging others in implementation and continuation of SSP.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching Professional Reading Collaborative Problem Solving

O. Extended Learning Activities: Creating Student Interventions (CSI)

Professional Development Activity	Funding	Activity Purpose
<i>Staff training</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Staff training to explain program and encourage positive staff interaction with students - tutoring as opposed to monitoring.	Teachers	Talk to Peer Coaching

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: Social promotion leads to lack of student accountability

Data Targets Influenced by This Concern:

- All students -- Percentage passing all classes
- Eighth grade students -- Percentage passing pre-algebra or higher math (both semesters)
- Free and Reduced Lunch Students -- Percent Passing both Sections of ISTEP
- LEP Students -- Percent Passing ISTEP Language Arts
- LEP Students -- Percent Passing ISTEP Math

Strategies to Impact This Concern:

Concern: Student need extra time/help to learn hard material

Data Targets Influenced by This Concern:

- All students -- Percentage passing all classes
- Eighth grade students -- Percentage passing pre-algebra or higher math (both semesters)
- Free and Reduced Lunch Students -- Percent Passing both Sections of ISTEP
- LEP Students -- Percent Passing ISTEP Language Arts
- LEP Students -- Percent Passing ISTEP Math

Strategies to Impact This Concern:

- Multi-age classroom - CSI - LINC (Learning in New Channels)
- G2. Exceptional Learners - Special Education: inclusionary program and team teaching
- G2. Exceptional Learners - Special Education: Resource Room
- O. Extended Learning Activities: Creating Student Interventions (CSI)
- I. Focused Instruction / Curriculum: SSP

Concern: Lack of consistent writing assessment

Data Targets Influenced by This Concern:

- All students -- Percent increasing scores on the writing process portion of ISTEP

Strategies to Impact This Concern:

- Simple 6

Concern: Students need additional time to learn reading comprehension skills.

Data Targets Influenced by This Concern:

- All students -- Percent of students who increase reading comprehension on ISTEP

Strategies to Impact This Concern:

- Reading Comprehension

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All students -- Percent increasing scores on the writing process portion of ISTEP
- All students -- Percent of students who increase reading comprehension on ISTEP
- All students -- Percentage passing all classes

Strategies to Impact This Concern:

- A. Parent Involvement: Parents Involved in Education (P.I.E.)

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All students -- Percent increasing scores on the writing process portion of ISTEP
- All students -- Percentage passing all classes
- LEP Students -- Percent Passing ISTEP Math

Strategies to Impact This Concern:

- B. Technology Coordination: Technology Support/Instruction

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- LEP Students -- Percent Passing ISTEP Language Arts
- LEP Students -- Percent Passing ISTEP Math

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Safe Schools

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All students -- Percentage passing all classes
- Eighth grade students -- Percentage passing pre-algebra or higher math (both semesters)
- Free and Reduced Lunch Students -- Percent Passing both Sections of ISTEP
- LEP Students -- Percent Passing ISTEP Language Arts
- LEP Students -- Percent Passing ISTEP Math

Strategies to Impact This Concern:

- D. Attendance: Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All students -- Percent increasing scores on the writing process portion of ISTEP
- All students -- Percentage passing all classes
- Eighth grade students -- Percentage passing pre-algebra or higher math (both semesters)

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All students -- Percent of students who increase reading comprehension on ISTEP
- All students -- Percentage passing all classes
- Free and Reduced Lunch Students -- Percent Passing both Sections of ISTEP

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Resource Room
- G2. Exceptional Learners - Special Education
- G2. Exceptional Learners - Special Education: inclusionary program and team teaching

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- Percent Passing both Sections of ISTEP

Strategies to Impact This Concern:

- H. Cultural Competency: English as a New Language

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:	The school's curriculum is currently located in the principal's office. Copies of the curriculum are also located at the LCSC administration building.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Students at Lincoln Middle School take the ISTEP+ Test in grades 6, 7, and 8 each fall.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	If we are talking local statutes, I would like to see the school or the corporation look at a different grading scale rather than the traditional A-F. I would like to see us look at NY for those students who working toward mastery, but not yet at that level.	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.

Cultural Competency

- May 15, 2008:** Contact Ms. Swartz to check about the feasibility of a classroom
Person: V. Figueora and ENL staff
Activity: Establish a permanent ENL classroom/resource area
- May 28, 2008:** Review of room utilization
Person: V. Figueora and S. Swartz
Activity: Establish a permanent ENL classroom/resource area
- Aug 10, 2008:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules
- Aug 12, 2008:** Assist students in learning about American culture (ongoing throughout the school year)
Person: V. Figueora and ENL staff
Activity: Assist students in the transition to middle school and/or to American schools
- Aug 12, 2008:** Meet individually with students to assess strengths and areas of need (as new students enter the school)
Person: V. Figueora and ENL staff
Activity: Assist students in the transition to middle school and/or to American schools
- Aug 20, 2008:** Establish date(s) with Ms. Swartz for presentation
Person: V. Figueora and ENL staff
Activity: Cultural Awareness Training for Staff
- Sep 1, 2008:** Contact DOE to assist with presentation
Person: V. Figueora and ENL staff
Activity: Cultural Awareness Training for Staff
- Sep 1, 2008:** Site visit to see sheltered classroom - contact Emily Graham
Person: V. Figueora
Activity: Teacher Training
- Sep 10, 2008:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules
- Sep 30, 2008:** Meet with grade level teams to give cultural/educational information on students (continue as needed)
Person: V. Figueora and ENL staff
Activity: Teacher Training
- Oct 10, 2008:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules
- Oct 15, 2008:** Site visit to see sheltered classroom - contact Emily Graham
Person: V. Figueora
Activity: Teacher Training
- Nov 10, 2008:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules

- Nov 15, 2008:** Periodic updates on culture - once or twice per semester
Person: V. Figueora and ENL staff
Activity: Cultural Awareness Training for Staff
- Dec 10, 2008:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules
- Jan 10, 2009:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules
- Jan 15, 2009:** Conduct staff survey for feedback
Person: C. Hernandez
Activity: Staff Survey
- Feb 10, 2009:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules
- Mar 10, 2009:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules
- Apr 1, 2009:** Assist in planning activities to assist 8th grade students in moving on to the high school
Person: V. Figueora and ENL staff
Activity: Assist students in the transition to middle school and/or to American schools
- Apr 10, 2009:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules
- May 1, 2009:** Conduct staff survey for feedback
Person: C. Hernandez
Activity: Staff Survey
- May 10, 2009:** Review student schedules to make sure appropriate placement in classes
Person: V. Figueora and ENL staff
Activity: Coordinate LAS Links testing information with students' schedules

Exceptional Learners - Special Education

- Aug 1, 2008:** meet to brainstorm ideas
Person: Julie Baldini, Susan Swartz, Cinda Milan
Activity: Staff become familiar with inclusion and team teaching
- Aug 1, 2008:** talk to/talk-to-again
Person: Julie Baldini
Activity: Staff become familiar with inclusion and team teaching
- Sep 30, 2008:** school visit
Person: Julie Baldini, Cinda Milan
Activity: Visit other schools who utilize inclusion and team teaching

Extended Learning Activities

- May 29, 2008:** Calculate and record percent of teachers who will provide individual instruction time after school
Person: Jacqueline Danhauser
Activity: Baseline data
- Sep 1, 2008:** Staff interested in being a CSI after-school tutor will participate in an in-service activity prior to the start of tutoring
Person: Jackie Danhauser
Activity: Staff training
- Sep 15, 2008:** Assign CSI as a scheduled class so CSI facilitator(s) can view student's classroom records
Person: Jackie Danhauser, Matthew Snoeberger (technology)
Activity: Student record (grades) access
- Sep 30, 2008:** Contact parents of potential student candidates
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students
- Sep 30, 2008:** Finalize list of students
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students
- Sep 30, 2008:** Identify potential student candidates
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students
- Oct 15, 2008:** Periodically check progress of CSI students' grades
Person: CSI teacher
Activity: Check students' grades and ISTEP scores
- Nov 15, 2008:** Periodically check progress of CSI students' grades
Person: CSI teacher
Activity: Check students' grades and ISTEP scores
- Dec 1, 2008:** Calculate and record percent of teachers who will provide individual instruction time after school
Person: Jacqueline Danhauser
Activity: Collect first semester data
- Dec 1, 2008:** Contact parents of potential student candidates
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students
- Dec 1, 2008:** Finalize list of students
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students
- Dec 1, 2008:** Identify potential student candidates
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students
- Dec 1, 2008:** Review ISTEP+ information
Person: Jacqueline Danhauser
Activity: ISTEP and Report Card Data
- Dec 15, 2008:** Periodically check progress of CSI students' grades
Person: CSI teacher
Activity: Check students' grades and ISTEP scores
- Dec 20, 2008:** Check CSI students' ISTEP scores
Person: CSI teacher
Activity: Check students' grades and ISTEP scores

Jan 6, 2009: Review report cards
Person: Jacqueline Danhauser
Activity: ISTEP and Report Card Data

Jan 15, 2009: Periodically check progress of CSI students' grades
Person: CSI teacher
Activity: Check students' grades and ISTEP scores

Feb 2, 2009: Contact parents of potential student candidates
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students

Feb 2, 2009: Finalize list of students
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students

Feb 2, 2009: Identify potential student candidates
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students

Feb 15, 2009: Periodically check progress of CSI students' grades
Person: CSI teacher
Activity: Check students' grades and ISTEP scores

Mar 15, 2009: Periodically check progress of CSI students' grades
Person: CSI teacher
Activity: Check students' grades and ISTEP scores

Apr 6, 2009: Contact parents of potential student candidates
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students

Apr 6, 2009: Finalize list of students
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students

Apr 6, 2009: Identify potential student candidates
Person: Cory Howard, Bill Corn, Jackie Danhauser
Activity: Develop list of students

Apr 15, 2009: Periodically check progress of CSI students' grades
Person: CSI teacher
Activity: Check students' grades and ISTEP scores

May 1, 2009: Calculate and record percent of teachers who will provide individual instruction time after school
Person: Jacqueline Danhauser
Activity: Collect final semester data

May 1, 2009: Review ISTEP+ information
Person: Jacqueline Danhauser
Activity: ISTEP and Report Card Data

May 15, 2009: Periodically check progress of CSI students' grades
Person: CSI teacher
Activity: Check students' grades and ISTEP scores

May 20, 2009: Check CSI students' ISTEP scores
Person: CSI teacher
Activity: Check students' grades and ISTEP scores

May 29, 2009: Review report cards
Person: Jacqueline Danhauser
Activity: ISTEP and Report Card Data

Focused Instruction / Curriculum

May 29, 2008: Students also selected for placement in "help" class for reinforcement
Person: Susan Swartz
Activity: Develop list of students

May 29, 2008: Students recommended for SSP remediation based upon scores on previous 6-week benchmark assessment
Person: math and language arts teachers
Activity: Develop list of students

Jul 10, 2008: Students also selected for placement in "help" class for reinforcement
Person: Susan Swartz
Activity: Develop list of students

Jul 10, 2008: Students recommended for SSP remediation based upon scores on previous 6-week benchmark assessment
Person: math and language arts teachers
Activity: Develop list of students

Aug 1, 2008: Develop presentation
Person: Jackie Danhauser, Susan Swartz
Activity: Talk to/Talk-to-Again

Aug 5, 2008: Calendar developed of benchmarks to be covered
Person: math and language arts teachers, Susan Swartz
Activity: Implementation of SSP

Aug 11, 2008: Give presentation at staff meeting
Person: Jackie Danhauser, Susan Swartz
Activity: Talk to/Talk-to-Again

Aug 12, 2008: Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

Aug 15, 2008: Prepare presentation
Person: Anthony Kinney and Joanie Beck
Activity: Attend grade-level team meetings

Aug 15, 2008: Gather baseline data
Person: steering team
Activity: Determine percentage of students indicating satisfaction with accomplishments

Aug 18, 2008: Meet monthly to discuss successes and challenges
Person: InSAI steering team
Activity: Teacher coaching

Aug 19, 2008: Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

Aug 21, 2008: Students also selected for placement in "help" class for reinforcement
Person: Susan Swartz
Activity: Develop list of students

Aug 21, 2008: Students recommended for SSP remediation based upon scores on previous 6-week benchmark assessment
Person: math and language arts teachers
Activity: Develop list of students

Aug 26, 2008: Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

Aug 30, 2008: Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP

Aug 30, 2008: Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

Sep 1, 2008: Attend meetings
Person: Anthony Kinney and Joanie Beck
Activity: Attend grade-level team meetings

Sep 1, 2008: Assign supporters of SSP to those unfamiliar
Person: InSAI steering team
Activity: Talk to/Talk-to-Again

Sep 2, 2008: Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

Sep 6, 2008: Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

Sep 9, 2008: Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

Sep 13, 2008: Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

Sep 16, 2008: Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

Sep 18, 2008: Meet monthly to discuss successes and challenges
Person: InSAI steering team
Activity: Teacher coaching

Sep 20, 2008: Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

Sep 23, 2008: Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

Sep 27, 2008: Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

Sep 30, 2008: Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

- Oct 2, 2008:** Students also selected for placement in "help" class for reinforcement
Person: Susan Swartz
Activity: Develop list of students
- Oct 2, 2008:** Students recommended for SSP remediation based upon scores on previous 6-week benchmark assessment
Person: math and language arts teachers
Activity: Develop list of students
- Oct 4, 2008:** Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP
- Oct 4, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Oct 7, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Oct 11, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Oct 14, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Oct 18, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Oct 18, 2008:** Meet monthly to discuss successes and challenges
Person: InSAI steering team
Activity: Teacher coaching
- Oct 21, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Oct 25, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Oct 28, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Nov 1, 2008:** Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP
- Nov 1, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Nov 4, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

- Nov 8, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Nov 11, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Nov 12, 2008:** Students also selected for placement in "help" class for reinforcement
Person: Susan Swartz
Activity: Develop list of students
- Nov 12, 2008:** Students recommended for SSP remediation based upon scores on previous 6-week benchmark assessment
Person: math and language arts teachers
Activity: Develop list of students
- Nov 15, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Nov 18, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Nov 18, 2008:** Meet monthly to discuss successes and challenges
Person: InSAL steering team
Activity: Teacher coaching
- Nov 22, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Nov 25, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Nov 28, 2008:** Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP
- Nov 29, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Dec 2, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Dec 6, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Dec 9, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Dec 13, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

- Dec 15, 2008:** Gather follow-up data
Person: steering team
Activity: Determine percentage of students indicating satisfaction with accomplishments
- Dec 16, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Dec 18, 2008:** Meet monthly to discuss successes and challenges
Person: InSAI steering team
Activity: Teacher coaching
- Dec 20, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Dec 23, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Dec 24, 2008:** Students also selected for placement in "help" class for reinforcement
Person: Susan Swartz
Activity: Develop list of students
- Dec 24, 2008:** Students recommended for SSP remediation based upon scores on previous 6-week benchmark assessment
Person: math and language arts teachers
Activity: Develop list of students
- Dec 27, 2008:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Dec 30, 2008:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Jan 3, 2009:** Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP
- Jan 3, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Jan 6, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Jan 10, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Jan 13, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Jan 17, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

- Jan 18, 2009:** Meet monthly to discuss successes and challenges
Person: InSAI steering team
Activity: Teacher coaching
- Jan 20, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Jan 24, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Jan 27, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Jan 31, 2009:** Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP
- Jan 31, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Feb 3, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Feb 4, 2009:** Students also selected for placement in "help" class for reinforcement
Person: Susan Swartz
Activity: Develop list of students
- Feb 4, 2009:** Students recommended for SSP remediation based upon scores on previous 6-week benchmark assessment
Person: math and language arts teachers
Activity: Develop list of students
- Feb 7, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Feb 10, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Feb 14, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Feb 17, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Feb 18, 2009:** Meet monthly to discuss successes and challenges
Person: InSAI steering team
Activity: Teacher coaching
- Feb 21, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

- Feb 24, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Feb 28, 2009:** Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP
- Feb 28, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Mar 3, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Mar 7, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Mar 10, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Mar 14, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Mar 17, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Mar 18, 2009:** Students also selected for placement in "help" class for reinforcement
Person: Susan Swartz
Activity: Develop list of students
- Mar 18, 2009:** Students recommended for SSP remediation based upon scores on previous 6-week benchmark assessment
Person: math and language arts teachers
Activity: Develop list of students
- Mar 18, 2009:** Meet monthly to discuss successes and challenges
Person: InSAI steering team
Activity: Teacher coaching
- Mar 21, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Mar 24, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Mar 28, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Mar 31, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP

- Apr 1, 2009:** Gather follow-up data
Person: steering team
Activity: Determine percentage of students indicating satisfaction with accomplishments
- Apr 4, 2009:** Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP
- Apr 4, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Apr 7, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Apr 11, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Apr 14, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Apr 18, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Apr 18, 2009:** Meet monthly to discuss successes and challenges
Person: InSAI steering team
Activity: Teacher coaching
- Apr 21, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Apr 25, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- Apr 28, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- Apr 29, 2009:** Students also selected for placement in "help" class for reinforcement
Person: Susan Swartz
Activity: Develop list of students
- Apr 29, 2009:** Students recommended for SSP remediation based upon scores on previous 6-week benchmark assessment
Person: math and language arts teachers
Activity: Develop list of students
- May 2, 2009:** Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP
- May 2, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

- May 5, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- May 9, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- May 12, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- May 16, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- May 18, 2009:** Meet monthly to discuss successes and challenges
Person: InSAI steering team
Activity: Teacher coaching
- May 19, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- May 23, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP
- May 26, 2009:** Mini-lessons conducted
Person: math and language arts teachers
Activity: Implementation of SSP
- May 30, 2009:** Assessments A and B given as per calendar
Person: math and language arts teachers
Activity: Implementation of SSP
- May 30, 2009:** Facilitator of "help" class reinforces benchmark information
Person: Help class teacher
Activity: Implementation of SSP

Multi-age classroom - CSI - LINC (Learning in New Channels)

- Apr 30, 2008:** Discuss criteria for selection of prospective students with 6th and 7th grade teachers
Person: classroom teacher
Activity: Hold orientation meeting with prospective students and parents
- May 20, 2008:** Invite prospective parents and students to an orientation/information meeting
Person: classroom teacher
Activity: Hold orientation meeting with prospective students and parents
- May 28, 2008:** Align instruction of standards with general education as much as possible
Person: classroom teacher
Activity: Continue curriculum development
- May 28, 2008:** Revise and update curriculum maps
Person: classroom teacher
Activity: Continue curriculum development
- Jul 30, 2008:** Align instruction of standards with general education as much as possible
Person: classroom teacher
Activity: Continue curriculum development

- Jul 30, 2008:** Revise and update curriculum maps
Person: classroom teacher
Activity: Continue curriculum development
- Aug 15, 2008:** Gather baseline data
Person: Lisa Arnett
Activity: Determine percentage of students indicating satisfaction with their accomplishments from the 2008-20
- Sep 20, 2008:** Regularly contact LHS and CMS alternative education instructors
Person: classroom teacher
Activity: Network with other alternative education instructors
- Oct 1, 2008:** Align instruction of standards with general education as much as possible
Person: classroom teacher
Activity: Continue curriculum development
- Oct 1, 2008:** Revise and update curriculum maps
Person: classroom teacher
Activity: Continue curriculum development
- Dec 2, 2008:** Align instruction of standards with general education as much as possible
Person: classroom teacher
Activity: Continue curriculum development
- Dec 2, 2008:** Revise and update curriculum maps
Person: classroom teacher
Activity: Continue curriculum development
- Dec 15, 2008:** Gather follow-up data
Person: Lisa Arnett
Activity: Determine percentage of students indicating satisfaction with their accomplishments from the 2008-20
- Feb 3, 2009:** Align instruction of standards with general education as much as possible
Person: classroom teacher
Activity: Continue curriculum development
- Feb 3, 2009:** Revise and update curriculum maps
Person: classroom teacher
Activity: Continue curriculum development
- Apr 7, 2009:** Align instruction of standards with general education as much as possible
Person: classroom teacher
Activity: Continue curriculum development
- Apr 7, 2009:** Revise and update curriculum maps
Person: classroom teacher
Activity: Continue curriculum development
- May 1, 2009:** Gather follow-up data
Person: Lisa Arnett
Activity: Determine percentage of students indicating satisfaction with their accomplishments from the 2008-20

Simple 6

- Apr 1, 2008:** Calculate % of students scoring 4 or better on score sheets
Person: teachers
Activity: Baseline data

- Apr 1, 2008:** Calculate % of teachers submitting score sheets
Person: Ms. Swartz
Activity: Baseline data
- Aug 18, 2008:** Instruct expressive arts teachers on alternative ways of evaluating writing
Person: LA team member
Activity: Provide training on assessing student writing assignments
- Sep 29, 2008:** Teachers will turn in score sheets to Susan Swartz
Person: All teachers
Activity: Score Sheets
- Sep 29, 2008:** Teachers will assign at least one Simple 6 writing activity
Person: All Teachers
Activity: Writing Activity
- Sep 30, 2008:** Training of grade level teachers during team meetings
Person: LA team members
Activity: Provide training on assessing student writing assignments
- Oct 1, 2008:** Consultant meets with Language Arts teachers
Person: Susan Swartz
Activity: Consultant Visits
- Nov 9, 2008:** Teachers will turn in score sheets to Susan Swartz
Person: All teachers
Activity: Score Sheets
- Nov 9, 2008:** Teachers will assign at least one Simple 6 writing activity
Person: All Teachers
Activity: Writing Activity
- Nov 15, 2008:** Expressive Arts staff rotate evaluations by grade level
Person: Expressive Arts teachers
Activity: Provide training on assessing student writing assignments
- Dec 1, 2008:** Calculate % of students scoring 4 or better on score sheets
Person: Susan Swartz
Activity: First semester follow up data
- Dec 1, 2008:** Calculate % of teachers submitting score sheets
Person: Susan Swartz
Activity: First semester follow up data
- Dec 1, 2008:** Training of grade level teachers during team meetings
Person: LA team members
Activity: Provide training on assessing student writing assignments
- Dec 21, 2008:** Teachers will turn in score sheets to Susan Swartz
Person: All teachers
Activity: Score Sheets
- Dec 21, 2008:** Teachers will assign at least one Simple 6 writing activity
Person: All Teachers
Activity: Writing Activity
- Jan 17, 2009:** Expressive Arts staff rotate evaluations by grade level
Person: Expressive Arts teachers
Activity: Provide training on assessing student writing assignments

- Feb 1, 2009:** Teachers will turn in score sheets to Susan Swartz
Person: All teachers
Activity: Score Sheets
- Feb 1, 2009:** Teachers will assign at least one Simple 6 writing activity
Person: All Teachers
Activity: Writing Activity
- Feb 2, 2009:** Training of grade level teachers during team meetings
Person: LA team members
Activity: Provide training on assessing student writing assignments
- Mar 1, 2009:** Consultant meets with Language Arts teachers
Person: Susan Swartz
Activity: Consultant Visits
- Mar 15, 2009:** Teachers will turn in score sheets to Susan Swartz
Person: All teachers
Activity: Score Sheets
- Mar 15, 2009:** Teachers will assign at least one Simple 6 writing activity
Person: All Teachers
Activity: Writing Activity
- Mar 21, 2009:** Expressive Arts staff rotate evaluations by grade level
Person: Expressive Arts teachers
Activity: Provide training on assessing student writing assignments
- Apr 1, 2009:** Calculate % of students scoring 4 or better on score sheets
Person: Susan Swartz
Activity: Final semester follow up data
- Apr 1, 2009:** Calculate % of teachers submitting score sheets
Person: Susan Swartz
Activity: Final semester follow up data
- Apr 6, 2009:** Training of grade level teachers during team meetings
Person: LA team members
Activity: Provide training on assessing student writing assignments
- Apr 26, 2009:** Teachers will turn in score sheets to Susan Swartz
Person: All teachers
Activity: Score Sheets
- Apr 26, 2009:** Teachers will assign at least one Simple 6 writing activity
Person: All Teachers
Activity: Writing Activity
- May 23, 2009:** Expressive Arts staff rotate evaluations by grade level
Person: Expressive Arts teachers
Activity: Provide training on assessing student writing assignments

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>