

School Improvement Plan - PL221 Version - 2009-2012

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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

- Jeff Canady - Administrator
- Jackie Danhauser - Administrator
- Jim DeMien - Teacher
- James Marchand - School Counselor
- Derek McGuire -
- Emily Van Curen - Parent/Guardian
- Anita Vernon - Teacher

Strategy Chairs

- Lisa Arnett
- Joanie Beck
- Jeff Canady
- Jacqueline Danhauser
- Kimberly Dickson
- Cheri Hogan
- Jeff Kesler
- Anthony Kinney
- James Marchand
- Becky Martin
- Sharly Schable
- Bonnie Sonafrank
- Beth Stuart
- Matt Tuggle

Community Council

- Cheryl Brandt - homemaker
- Jennifer Cole - community agency
- Tami Dibble - assistant to the dean
- Nicole Echols - Hair stylist
- Shantel McClure - teacher
- Diane Murphy - homemaker
- Sandi Simms - homemaker
- Emily Van Curen - homemaker

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:

a safe, clean, and positive learning environment free from ridicule and distinction based on their ethnic group, social background, or economic class and where they are accepted, respected, and treated with kindness by everyone. Students should be given responsibility and a voice in decisions and be held accountable for their choices. There are well-defined school-wide rules with appropriate consequences for violations of those rules. Students deserve to have a supportive home and community that is actively involved in their school, provides positive role models, and assists students in becoming successful in the work place, higher academic endeavors, or just life in general.

We believe that all students deserve a curriculum that is challenging yet attainable, uses a variety of instructional methods that accommodate different learning styles and to be assessed with a variety of assessment tools. Our students deserve to be instructed by enthusiastic, energetic, and passionate teachers who are well prepared and use research-based instruction in a student-centered classroom. We believe our students deserve to choose among a variety of opportunities for learning, both curricular and extra-curricular, that are not confined by scheduling issues or state standards, that are challenging and enjoyable, that foster critical thinking, and provide access to the most up-to-date technology available.

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 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 while remembering to celebrate success along the way. Teachers love their job and reflect that in their attitude and love of learning. Parents are actively involved in their child's education. They talk daily to their child about school, assist them with their studies, attend conferences and parent meetings, and feel welcome at our school. The community is an active partner in the school and they vie to participate by donating time, talent, and treasures because they believe it is everyone's responsibility to educate our youth. 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:

Are excited about coming to school and have high self-expectations. They are active learners, diligent, and 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 management skills by arriving to school on time, having perfect attendance, and turning in all assignments on time. They show great respect for and are truthful with their teachers and peers. Students will reflect their compassion and caring for one another on a daily basis. 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 to do their best while encouraging others to do the same.

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 move up at least one ENL level: 100%
- % of students who are on the A/B honor roll: 100%
- % of students who are involved in extra-curricular activities: 100%
- % of students who pass all classes: 100%
- % of students who read at grade level: 100%
- % of students who pass ISTEP science: 100%

- % of students who pass ISTEP social studies: 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 - Percent of students who pass the reading comprehension on ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	69	75	71	77		79		82		90		100

All students - Percent who pass the writing process portion of ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66	68	68	68	70		72		74		85		100

All students - Percentage passing all classes

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	71%	87	71	89		91		93		96		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	69	80	71.7%	82		84		86		92		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
100%	100%	100	74	100		100		100		100		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61	56	64	49%	66		68		70		84		100

LEP Students - Percent Passing ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53	30	56	38%	58		60		62		80		100

LEP Students - Percent Passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58	48	61	57	63		65		70		80		100

Special Education - Percentage of students who increase in Language Arts on ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	29	N/A	26	28		30		32		34		100

Special Education - Percentage of students who increase in math on ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	36.6		36.5	38		45		60		75		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: 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: Students need additional time to learn reading comprehension skills.

ISTEP and Accelerated Reader results concerns were identified

Concern: Lack of parent involvement impedes student success

Only 30% of the community feel that students talk to their parents regularly about their school work while parents report this at 93%. Students on the other hand are at 72% overall. Only 36% of the students report that their parents and teachers regularly communicate while 51% of the parents feel they do and 36% of the community feels this happens. Faculty, on the other hand, reported in at 75%.

Concern: Students who are gifted need a more rigorous curriculum

Parents expect their student to continue their education after high school at 100%, students report in at 90% but teachers were only at 75% and community at 56%. Students (69%) feel they are being prepared for college while parents (77%), teachers (58%) and community (56%) feel this is happening.

Concern: Special Education students require extra help in order to be successful

Only 66% of the special education students feel they are pushed to do their best; 64% participate in classroom discussions; 65% turn in homework almost everyday; 58% feel the pace of the classroom is at a comfortable level; 88% expect to pass ISTEP but the data doesn't prove this to be accurate; 42% say they are given the chance to take a test more than once

Concern: LEP students need additional support to be successful

There is a 13% drop between 6th and 8th grade as far as teachers pushing Hispanic students to do their best; only 64% of the 8th grade Hispanic students say they pay attention in class; 63% of the Hispanic students participate in classroom discussions; In response to turning in homework daily, 88% of the 6th grade, 79% of the 7th grade, and 56% of the 8th grade Hispanic students agreed they do this

Concern: Behavior of other students impacts the learning of others

52% percent of our students feel the behavior of others interferes with their learning. 50% of our community believe that our students do not feel safe a school.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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

Olweus Bullying Prevention Program —

Staff development for the Olweus Bullying Prevention Program (OBPP) began in 2008 and will continue throughout the 2009-2010 school year. The steering team will continue training the staff in the proper use of the OBPP who will in turn train the students.

Parent Involvement —

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.

Required Strategies

F. Encourage Rigorous Curriculum: Essential Skills Class —

School administrators will identify students with low ISTEP scores in the math and language arts area. These students will be placed in the Essential Skills Classroom (ESC) according to their need for remediation in either math or language arts. Remediation will be through a variety of methods taught by a certified teacher. Students will remain in ESC for the entire school year.

F. Encourage Rigorous Curriculum: Honors Program —

Teachers will continue to recommend students for the Honors program for Math, Language Arts, Science, and Social Studies classes for grades 6, 7, and 8. In addition to teacher recommendation, students are also selected for this program based upon their ISTEP results, cognitive test results, and parental permission. Staff members are encouraged to utilize questioning techniques to take classes toward the Academic Honors Diploma. During Options, teachers of enrichment classes are encouraged to provide activities which expand the students' scope of thinking.

I. Focused Academic Area: Simple 6 —

All students will participate in writing activities based on a staggered schedule which is provided at the beginning of the school year. Teachers will provide anchor papers so students can see samples of acceptable writing assignments. Faculty submit writing scores to Mr. Canady who will track the number of 4, 5, and 6 (scored) papers. Staff participate in ongoing professional development in the Simple Six program to maintain/advance their level of expertise in the score of their students' written work.

I. Focused Academic Area: 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.

U. Focused Student Group: ENL Sheltered Classes —

LMS will be piloting a sheltered class for 8th grade students for Social Studies, Science, and Language Arts during the 2009-2010 school year. In these classes consisting of only ENL/Migrant students levels 1-3, students will be provided direct instruction by a certified teacher with the assistance of a bilingual aid. Materials chosen for this class are specifically for ENL students aligning with state standards for each content area. Upon the success of this program, sheltered classes will be

provided for all grade levels.

U. Focused Student Group: Inclusion —

During the 2009-2010 school year, LMS special education teachers, along with the math, science, social studies, and language arts general education teachers, will continue the development of an inclusionary program and team teaching for the LD and MI students. Special education teachers and general education teachers will be team teaching math, science, social studies, and language arts classes to assist the special education students in gaining skills and mastery of standards at grade level.

U. Focused Student Group: Newcomer's Program for Limited English Students —

A "Newcomer's 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. In addition, all LMS staff members will be provided training on Hispanic culture.

U. Focused Student Group: Special Education Monitoring —

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.

U. Focused Student Group: 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.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Olweus Bullying Prevention Program

Professional Development Activity	Funding	Activity Purpose
Staff Education	Source: N/A Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
New teachers will be informed about the Olweus Bullying Program	Teachers Administrators	Talk to

Professional Development Activity	Funding	Activity Purpose
Olweus Booster	Source: N/A Amount: \$0	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Refresh continuing teaching staff on the Olweus Bullying Program	Teachers Counselors Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
Staff Training	Source: N/A Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Train staff on the definition of bullying before the start of school	Teachers Counselors Administrators	Talk to

Parent Involvement

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Essential Skills Class

Professional Development Activity	Funding	Activity Purpose
<i>Site visit to comparable classroom in another school</i>	Source: General fund Amount: \$119	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
It would be an opportunity to share ideas about the ESC program with an educator who has done the same thing in another location.	Teachers	Action Research Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Attend workshop/seminar- improving ISTEP scores</i>	Source: general fund Amount: \$119	Skill Building
Brief Description	Intended Participants	Activity Format
Attend a workshop which is designed to help improve ISTEP scores for those students who have not passed in previous years or are at risk of passing in the future.	Teachers	Action Research

F. Encourage Rigorous Curriculum: Honors Program

Professional Development Activity	Funding	Activity Purpose
<i>Develop Honors program criteria</i>	Source: general fund Amount: \$119/teacher	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Meet with the LCSC curriculum director to establish Honors program criteria	Teachers Administrators	Collaborative Problem Solving Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Investigate to find successful honors programs at the middle school level</i>	Source: general fund Amount: \$119/teacher	Information
Brief Description	Intended Participants	Activity Format
Research and visit a middle school that implements a successful honors program which would serve as a model for our program	Teachers	Action Research Networking/Site Visit

I. Focused Academic Area: Simple 6

Professional Development Activity	Funding	Activity Purpose
<i>Continuing Education</i>	Source: General Fund Amount: \$119/teacher	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Workshop to review Simple 6 strategies and expectations as well as receipt of supplies and resources	Teachers	Presentation/Workshop Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Staff Training</i>	Source: General Fund Amount: \$119/teacher	Information Skill Building
Brief Description	Intended Participants	Activity Format
Simple Six training for new/incoming teachers	Teachers	Talk to Presentation/Workshop

U. Focused Student Group: ENL Sheltered Classes

Professional Development Activity	Funding	Activity Purpose
<i>Monthly Updates</i>	Source: N/A Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Once a month, during the 8th grade team meeting, teachers will provide feedback on the piloted ENL sheltered classroom.	Teachers	Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Attend K-12 ESL conference in Indianapolis</i>	Source: ENL Amount: \$119/teacher	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will attend the ESL conference to gather information which can be used to further the progress of the sheltered classroom and the ENL program as a whole.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>ENL Techniques and strategy sharing</i>	Source: N/A Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
During staff meetings, teachers will share their best practices with other staff members.	Teachers	Talk to Presentation/Workshop Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Meeting with CMS Sheltered Teachers and LMS Sheltered Teachers</i>	Source: general fund Amount: \$119	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The two middle schools will meet to collaborate and discuss modifications and successes of the sheltered classrooms.	Teachers	Presentation/Workshop Collaborative Problem Solving

U. Focused Student Group: Inclusion

Professional Development Activity	Funding	Activity Purpose
<i>Site Visit</i>	Source: General fund Amount: \$119/teacher	Information
Brief Description	Intended Participants	Activity Format
Locate and schedule a site visit to a model school that has successfully implemented a inclusion classes for special education.	Teachers Administrators	Networking/Site Visit

U. Focused Student Group: Newcomer's Program for Limited English Students

Professional Development Activity	Funding	Activity Purpose
<i>Attend K-12 ESL Conference in Indianapolis</i>	Source: general fund Amount: \$119/teacher	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will attend the ESL conference to gather information which can be used to further the progress of the sheltered classroom and the ENL program as a whole.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>ENL Techniques and strategy sharing</i>	Source: N/A Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
During staff meetings, teachers will share their best practices with other staff members.	Teachers	Talk to Presentation/Workshop Collaborative Problem Solving

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: Student need extra time/help to learn hard material

Data Targets Influenced by This Concern:

- All students -- Percentage passing all classes
- 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:

- Parent Involvement
- F. Encourage Rigorous Curriculum: Essential Skills Class
- I. Focused Academic Area: SSP
- U. Focused Student Group: Special Education Resource Room
- U. Focused Student Group: Newcomer's Program for Limited English Students

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

Data Targets Influenced by This Concern:

- All students -- Percent of students who pass the reading comprehension on ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Essential Skills Class

Concern: Lack of parent involvement impedes student success

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Parent Involvement

Concern: Students who are gifted need a more rigorous curriculum

Data Targets Influenced by This Concern:

- All students -- Percent who pass 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:

- F. Encourage Rigorous Curriculum: Honors Program

Concern: Special Education students require extra help in order to be successful

Data Targets Influenced by This Concern:

- All students -- Percent of students who pass the 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:

- U. Focused Student Group: Inclusion
- U. Focused Student Group: Special Education Resource Room

Concern: LEP students need additional support to be successful

Data Targets Influenced by This Concern:

- 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:

- U. Focused Student Group: ENL Sheltered Classes
- U. Focused Student Group: Newcomer's Program for Limited English Students

Concern: Behavior of other students impacts the learning of others

Data Targets Influenced by This Concern:

- All students -- Percent of students who pass the reading comprehension on ISTEP
- All students -- Percent who pass the writing process portion of ISTEP
- All students -- Percentage passing all classes
- 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:

- Olweus Bullying Prevention Program

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

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

- F. Encourage Rigorous Curriculum: Honors Program
- F. Encourage Rigorous Curriculum: Essential Skills Class

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All students -- Percent of students who pass the reading comprehension on ISTEP
- All students -- Percent who pass the writing process portion of ISTEP
- All students -- Percentage passing all classes
- Special Education -- Percentage of students who increase in Language Arts on ISTEP
- Special Education -- Percentage of students who increase in math on ISTEP

Strategies to Impact This Concern:

- I. Focused Academic Area: SSP
- I. Focused Academic Area: Simple 6

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Special Education -- Percentage of students who increase in Language Arts on ISTEP
- Special Education -- Percentage of students who increase in math on ISTEP

Strategies to Impact This Concern:

- U. Focused Student Group: Newcomer's Program for Limited English Students
- U. Focused Student Group: Inclusion
- U. Focused Student Group: ENL Sheltered Classes
- U. Focused Student Group: Special Education Resource Room
- U. Focused Student Group: Special Education Monitoring

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 - conference room	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Grade level Benchmarks - math and language arts teachers administer benchmark tests each grading period to asses student mastery of benchmarks. Reteaching for those not at mastery occurs following the benchmark test; IRI - language arts teachers use the IRI assessment to determine student reading level and areas of weakness.	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.

Encourage Rigorous Curriculum

, **2009:** Show test results, give probationary period to prove themselves

Person: Jeff Canady

Activity: Students

May 27, 2009: Teachers recommend

Person: Jeff Canady

Activity: Honors Criteria

Jun 1, 2009: Cognitive Test results

Person: Jeff Canady

Activity: Honors Criteria

Jun 1, 2009: ISTEP results

Person: Jeff Canady

Activity: Honors Criteria

Aug 5, 2009: Identify students in grades 6,7,& 8 through Language Arts and Math ISTEP scores and make schedule changes.

Person: Jeff Canady

Activity: Student Enrollment

Aug 10, 2009: Add presentation to agenda of first staff meeting.

Person: Lisa Arnett

Activity: ESC staff presentation

Aug 10, 2009: Design staff presentation.

Person: Lisa Arnett

Activity: ESC staff presentation

Aug 10, 2009: Assess each ESC student's ISTEP scores to ascertain individual strengths and weaknesses.

Person: Lisa Arnett

Activity: Plan individualized instruction for ESC students.

Aug 14, 2009: Set up meeting with Curriculum Director to determine program criteria

Person: Jeff Kesler

Activity: Develop Honors program criteria

Aug 14, 2009: Make staff presentation.

Person: Lisa Arnett

Activity: ESC staff presentation

Aug 14, 2009: Design presentation.

Person: Lisa Arnett

Activity: ESC student presentation.

Aug 17, 2009: Collect ESC student data.

Person: Lisa Arnett

Activity: Collect baseline data.

Aug 17, 2009: Create instrument to establish baseline.

Person: Lisa Arnett

Activity: Collect baseline data.

Aug 17, 2009: Design parent presentation.
Person: Lisa Arnett
Activity: ESC parent presentation

Aug 17, 2009: Make presentation to students.
Person: Lisa Arnett
Activity: ESC student presentation.

Aug 17, 2009: Enrichment classes expand thinking
Person: Enrichment Teachers
Activity: Options Criteria

Aug 17, 2009: Show Test results
Person: Principal
Activity: Parents

Aug 20, 2009: Invite parents to presentation.
Person: Lisa Arnett
Activity: ESC parent presentation

Aug 27, 2009: Make parent presentation.
Person: Lisa Arnett
Activity: ESC parent presentation

Aug 31, 2009: Locate workshop/seminar and secure date for attendance.
Person: Lisa Arnett
Activity: Attend workshop/seminar- improving ISTEP scores

Sep 1, 2009: Distribute program criteria to parents/public
Person: Matt Tuggle
Activity: Develop Honors program criteria

Sep 15, 2009: Order necessary materials.
Person: Lisa Arnett
Activity: Assess classroom materials.

Sep 15, 2009: Contact team members to begin search for other honors programs at this level
Person: Jeff Kesler
Activity: Investigate to find successful honors programs at the middle school level

Sep 30, 2009: Locate classroom and secure date for visit.
Person: Lisa Arnett
Activity: Site visit to comparable classroom in another school

Oct 3, 2009: Create a list of site schools to visit
Person: Vicki Maughmer
Activity: Investigate to find successful honors programs at the middle school level

Oct 10, 2009: Contact schools for site visit
Person: Annette Servies
Activity: Investigate to find successful honors programs at the middle school level

Jan 4, 2010: Collect ESC student data.
Person: Lisa Arnett
Activity: Collect first semester follow-up data.

Jan 4, 2010: Collect ESC teacher data.
Person: Jeff Canady
Activity: Collect first semester follow-up data.

- May 27, 2010:** Collect ESC student data.
Person: Lisa Arnett
Activity: Collect final semester follow-up data.
- May 27, 2010:** Collect ESC teacher data.
Person: Jeff Canady
Activity: Collect final semester follow-up data.
- Aug 28, 2011:** Collect ESC teacher data.
Person: Jeff Canady
Activity: Collect baseline data.

Focused Academic Area

- Jul , 2009:** Assign enrichment teachers
Person: Jeff Canady
Activity: Assign Teachers to Required Groups
- Jul , 2009:** Assign remediation teachers
Person: Jeff Canady
Activity: Assign Teachers to Required Groups
- Jul , 2009:** Collect and Distribute Remediation Materials
Person: Jeff Canady
Activity: Materials
- Jul , 2009:** Make a schedule for L.A.
Person: Jeff Canady
Activity: Set Rotation Timelines
- Jul , 2009:** Make a schedule for Math
Person: Jeff Canady
Activity: Set Rotation Timelines
- Aug , 2009:** Adjust rosters
Person: Jeff Canady
Activity: Organizing Remediation Materials and Rosters
- Aug , 2009:** Create remediation materials
Person: Tony Kinney
Activity: Organizing Remediation Materials and Rosters
- Aug , 2009:** Enter test results
Person: Tony Kinney
Activity: Organizing Remediation Materials and Rosters
- Aug 17, 2009:** E-mail reminders of Simple 6 due dates
Person: Jeff Canady/Becky Price
Activity: Teacher Encouragement
- Aug 31, 2009:** Assessment of Simple 6 writing prompt
Person: Teachers
Activity: Collect baseline data
- Aug 31, 2009:** Compilation of data
Person: Jeff Canady
Activity: Collect baseline data
- Aug 31, 2009:** Enter scores onto class analysis chart and in data file; submit to shared drive
Person: Teachers
Activity: Collect baseline data

- Aug 31, 2009:** Schedule a Simple 6 refresher workshop for returning teachers
Person: Jeff Canady/Cheri Hogan
Activity: Continuing Education
- Aug 31, 2009:** Give each teacher examples of student papers scored 1-6
Person: Cheryl Ide
Activity: Provide teachers with student writing examples
- Aug 31, 2009:** Supply all teachers with workbooks, scoresheets, etc.
Person: Jeff Canady
Activity: Simple 6 Supplies
- Aug 31, 2009:** Identify new/incoming teachers
Person: Jeff Canady
Activity: Staff Training
- Aug 31, 2009:** Set up Simple 6 training workshop for new/incoming teachers
Person: Jeff Canady
Activity: Staff Training
- Aug 31, 2009:** Create a window for Simple 6 scores in Parent Portal
Person: Technology Department
Activity: Student Accessibility to Scores (Tracking)
- Aug 31, 2009:** Refresher course (continuing education)
Person: Jeff Canady/Cheri Hogan
Activity: Teacher Encouragement
- Sep 1, 2009:** Register for workshop
Person: Jeff Canady
Activity: SSP Workshop
- Sep 15, 2009:** Coordinate attendance of SSP workshop
Person: Tony Kinney
Activity: SSP Workshop
- Sep 25, 2009:** Collect student data/Enter in SSP files (Form A)
Person: Yonda Darlage
Activity: Pre-test and post-test
- Nov 11, 2009:** Collect student data/Enter in SSP files (Form A)
Person: Tony Kinney
Activity: Pre-test and post-test
- Dec 12, 2009:** Collect student data/Enter data in SSp files (Form B)
Person: Yonda Darlage
Activity: Pre-test and post-test
- Dec 15, 2009:** Assessment of Simple 6 writing prompt
Person: Teachers
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Compilation of data
Person: Jeff Canady
Activity: Collect first semester/trimester follow up data
- Dec 15, 2009:** Enter scores onto class analysis chart and in data file; submit to shared drive
Person: Teachers
Activity: Collect first semester/trimester follow up data

Feb 12, 2010: Collect student data/enter in SSP files

Person: Tony Kinney

Activity: Pre-test and post-test

Apr 9, 2010: Collect student data/enter in SSP files

Person: Yonda Darlage

Activity: Pre-test and post-test

May 15, 2010: Assessment of Simple 6 writing prompt

Person: Teachers

Activity: Collect final semester/trimester follow up data

May 15, 2010: Compilation of data

Person: Jeff Canady

Activity: Collect final semester/trimester follow up data

May 15, 2010: Enter scores onto class analysis chart and in data file; submit to shared drive

Person: Teachers

Activity: Collect final semester/trimester follow up data

May 26, 2010: Collect student data/enter in SSP files

Person: Tony Kinney

Activity: Pre-test and post-test

Focused Student Group

, 2009: compare fall to spring TABE results

Person: CC teachers

Activity: Collect baseline data

May , 2009: Submit a description of the 8th grade sheltered classes in the May newsletter

Person: Sharlie Schable

Activity: ENL Newsletter

May , 2009: Meet with students to discuss sheltered classes for next year

Person: Nancy Orosco

Activity: Meet with 7th grade ENL students levels 1-3

May , 2009: Meet with parents of students eligibly for sheltered classes for the 2009-2010 school year

Person: Elisa Banuelos

Activity: Parent Meeting: morning meeting/evening meeting

May 31, 2009: Monthly updates will be given to school staff members are the monthly staff meetings in regards to the planning and implementation of this strategy

Person: Sharlie Schable

Activity: Monthly Staff updates

Aug , 2009: Teachers will be given survey on sheltered classes

Person: Sharlie Schable

Activity: Collect baseline date

Aug , 2009: Make a list of new students with school secretary

Person: Sharlie Schable

Activity: Create a list of eligible students

Aug , 2009: Students that are new to the country and are a Level 1 will attend a Newcomers Class

Person: Sharlie Schable

Activity: Newcomers Class

- Aug 5, 2009:** Make a list of current 7th grade ENL students levels 1-3
Person: Sharlie Schable
Activity: Create list of eligible ENL students
- Aug 14, 2009:** Discuss and share the list of ENL students levels 1-3 for scheduling purposes
Person: Sharlie Schable
Activity: Meet with Mr. Canady, school principle
- Aug 17, 2009:** Collect and record % of teachers who indicate a better awareness of ENL culture and student academic needs
Person: Sharlie Schable
Activity: Baseline Strategy Data
- Aug 17, 2009:** ENL teacher will survey staff on knowledge of the ENL culture and education needs
Person: Sharlie Schable
Activity: Baseline Strategy Data
- Aug 17, 2009:** Sharlie will collect Language level from LAS Links scores
Person: Sharlie Schable
Activity: Collect baseline data
- Aug 17, 2009:** Distribute the Access materials to the sheltered teachers
Person: Sharlie Schable
Activity: Meet with 8th grade sheltered teachers
- Aug 31, 2009:** Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Sharlie Schable
Activity: Monthly Staff updates
- Sep , 2009:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- Sep , 2009:** Teachers will take a survey on how their Newcomer students are functioning in class
Person: Sharlie Schable
Activity: Survey teachers
- Sep 1, 2009:** teach all CC teachers how to administer the TABE test
Person: B. Stuart
Activity: All CC teachers learn TABE administration
- Sep 1, 2009:** search for schools in area with operational inclusion/team teaching program
Person: J. Labor
Activity: Outline Research
- Sep 7, 2009:** Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Sharlie Schable
Activity: Monthly Staff updates
- Sep 7, 2009:** 8th grade sheltered teachers will give monthly updates to the rest of the 8th grade team members
Person: Sharlie Schable
Activity: Monthly Updates
- Sep 15, 2009:** TABE testing
Person: B. Stuart
Activity: Test for math skills
- Sep 27, 2009:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents

- Sep 27, 2009:** Teachers will take a survey on how their Newcomer students are functioning in class
Person: Sharlie Schable
Activity: Survey teachers
- Oct 1, 2009:** set up site visit to model schools
Person: J. Danhauser
Activity: Meet with administration to set up tour of facility
- Oct 1, 2009:** Set up a site visit to a model school
Person: Jackie Danhauser
Activity: Site Visit
- Oct 5, 2009:** Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Sharlie Schable
Activity: Monthly Staff updates
- Oct 25, 2009:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- Oct 25, 2009:** Teachers will take a survey on how their Newcomer students are functioning in class
Person: Sharlie Schable
Activity: Survey teachers
- Nov 2, 2009:** Monthly updates will be given to the school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Sharlie Schable
Activity: Monthly Staff updates
- Nov 9, 2009:** Meet with 8th grade students to determine if the sheltered textbooks cover grade level standards
Person: Sharlie Schable
Activity: Meet with 8th grade team
- Nov 9, 2009:** Meet with 8th grade teachers to determine if the sheltered textbooks cover grade level standards
Person: Sharlie Schable
Activity: Meet with 8th grade team
- Nov 18, 2009:** Meet with 8th grade team to discuss progress of the sheltered classes
Person: Sharlie Schable
Activity: Meet with 8th grade team
- Nov 29, 2009:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- Nov 29, 2009:** Teachers will take a survey on how their Newcomer students are functioning in class
Person: Sharlie Schable
Activity: Survey teachers
- Dec , 2009:** Teachers will be given a survey about sheltered classes
Person: Sharlie Schable
Activity: Collect first semester/trimester follow up data
- Dec 1, 2009:** Teachers will assess Language Level on short LAS Links form
Person: Sharlie Schable
Activity: Collect first semester/trimester follow up data
- Dec 7, 2009:** Collect and record % of teachers who indicate a better awareness of ENL culture and student academic needs
Person: Sharlie Schable
Activity: First semester Strategy Data

- Dec 7, 2009:** Gather staff input on progress of ENL students and best practices
Person: Sharlie Schable
Activity: First semester Strategy Data
- Dec 7, 2009:** Monthly updates will be given to school staff members are the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Sharlie Schable
Activity: Monthly Staff updates
- Dec 10, 2009:** Meet with ENL teacher at Columbia Middle School to share tecniques and strategies for Newcomers Class
Person: Sharlie Schable
Activity: ENL Techniques and strategy sharing
- Dec 10, 2009:** Sheltered teachers from both middle schools will meet on the December PBA day to share ENL Instructional strategies
Person: Sharlie Schable
Activity: Meeting with CMS Sheltered Teachers and LMS Sheltered Teachers
- Dec 27, 2009:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- Dec 27, 2009:** Teachers will take a survery on how their Newcomer students are functioning in class
Person: Sharlie Schable
Activity: Survey teachers
- Jan 11, 2010:** Monthly updates will be given to school staff members are the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Sharlie Schable
Activity: Monthly Staff updates
- Jan 31, 2010:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- Jan 31, 2010:** Teachers will take a survery on how their Newcomer students are functioning in class
Person: Sharlie Schable
Activity: Survey teachers
- Feb 1, 2010:** Monthly updates will be given to school staff members are the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Sharlie Schable
Activity: Monthly Staff updates
- Feb 28, 2010:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- Feb 28, 2010:** Teachers will take a survery on how their Newcomer students are functioning in class
Person: Sharlie Schable
Activity: Survey teachers
- Mar 1, 2010:** Monthly updates will be given to school staff members are the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Sharlie Schable
Activity: Monthly Staff updates
- Mar 15, 2010:** ENL teacher will attend the Annual K-12 ESL Conference in Indianapolis
Person: Sharlie Schable
Activity: Attend K-12 ESL Conference in Indianapolis

- Mar 15, 2010:** ENL teacher will attend the Annual K-12 ESL Conference in Indianapolis
Person: Sharlie Schable
Activity: Attend K-12 ESL Conference in Indianapolis
- Mar 15, 2010:** Sheltered teachers will attend the Annual K-12 ESL Conference in Indianapolis
Person: Sharlie Schable
Activity: Attend K-12 ESL conference in Indianapolis
- Mar 28, 2010:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- Mar 28, 2010:** Teachers will take a survey on how their Newcomer students are functioning in class
Person: Sharlie Schable
Activity: Survey teachers
- Apr 5, 2010:** Teachers will present strategies and techniques learned at the ESL Conference with their grade level team
Person: Sharlie Schable
Activity: ENL Techniques and strategy sharing
- Apr 25, 2010:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- May , 2010:** Teachers will be given a survey about sheltered classes
Person: Sharlie Schable
Activity: Collect final semester/trimester follow up data
- May 10, 2010:** Collect and record % of teachers who indicate a better awareness of ENL culture and student academic needs
Person: Sharlie Schable
Activity: Second semester Strategy Data
- May 22, 2010:** Teachers will check final LAS Links test scores for levels
Person: Sharlie Schable
Activity: Collect final semester/trimester follow up data
- May 30, 2010:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- Jun 27, 2010:** Every month the updates on the Newcomers class will be announced in the monthly school newsletter
Person: Sharlie Schable
Activity: Newsletter Updates for parents
- Aug 31, 2010:** ENL staff will provide staff with ideas on modification and instruction
Person: Sharlie Schable
Activity: Support Classroom teachers of ENL students

Olweus Bullying Prevention Program

- Aug 14, 2009:** Refresh continuing teachers on the Olweus bullying program.
Person: Becky Martin
Activity: Olweus Booster
- Aug 14, 2009:** Education new teachers on the Olweus bullying program
Person: Jackie Danhauser
Activity: Staff Education
- Aug 17, 2009:** Train staff on definition of bullying
Person: Jackie Danhauser
Activity: Staff Training

- Sep 8, 2009:** Distribute a pamphlet during Options class to students explaining Olweus to parents.
Person: Becky Martin
Activity: Parent Brochure
- Sep 9, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Sep 9, 2009:** Host a Pep-Rally at school
Person: Anita Vernon
Activity: Kick-Off
- Sep 10, 2009:** Survey all students during options class.
Person: Jim Marchand
Activity: Survey
- Sep 14, 2009:** Care & Share - teachers share with other teachers POSITIVE results seen from students.
Person: Jeff Canady
Activity: Combating lack of participation
- Sep 16, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Sep 23, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Sep 30, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Oct 7, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Oct 14, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Oct 14, 2009:** Care & Share - teachers share with other teachers POSITIVE results seen from students.
Person: Jeff Canady
Activity: Combating lack of participation
- Oct 21, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Oct 28, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Nov 4, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Nov 11, 2009:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Nov 14, 2009: Care & Share - teachers share with other teachers POSITIVE results seen from students.
Person: Jeff Canady
Activity: Combating lack of participation

Nov 18, 2009: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Nov 25, 2009: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Dec 2, 2009: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Dec 9, 2009: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Dec 14, 2009: Care & Share - teachers share with other teachers POSITIVE results seen from students.
Person: Jeff Canady
Activity: Combating lack of participation

Dec 16, 2009: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Dec 23, 2009: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Dec 30, 2009: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Jan 6, 2010: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Jan 13, 2010: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Jan 14, 2010: Care & Share - teachers share with other teachers POSITIVE results seen from students.
Person: Jeff Canady
Activity: Combating lack of participation

Jan 20, 2010: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Jan 27, 2010: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

Feb 3, 2010: Discuss and model bullying using senarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

- Feb 10, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Feb 14, 2010:** Care & Share - teachers share with other teachers POSITIVE results seen from students.
Person: Jeff Canady
Activity: Combating lack of participation
- Feb 17, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Feb 24, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Mar 3, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Mar 10, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Mar 14, 2010:** Care & Share - teachers share with other teachers POSITIVE results seen from students.
Person: Jeff Canady
Activity: Combating lack of participation
- Mar 17, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Mar 24, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Mar 31, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Apr 7, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Apr 14, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Apr 14, 2010:** Care & Share - teachers share with other teachers POSITIVE results seen from students.
Person: Jeff Canady
Activity: Combating lack of participation
- Apr 21, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- Apr 28, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings

- May 5, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- May 12, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- May 14, 2010:** Care & Share - teachers share with other teachers POSITIVE results seen from students.
Person: Jeff Canady
Activity: Combating lack of participation
- May 19, 2010:** Discuss and model bullying using scenarios in Options
Person: Jim Marchand
Activity: Classroom Meetings
- May 26, 2010:** Distribute and administer surveys.
Person: Jim Marchand
Activity: Collect baseline data
- May 26, 2010:** Distribute and administer surveys.
Person: Jim Marchand
Activity: Collect final semester/trimester follow up data

Parent Involvement

- May 27, 2009:** Survey students to determine tutoring and mentoring needs.
Person: Tim Garland
Activity: Meeting Students Needs
- Aug 1, 2009:** Inform parents and public of meeting
Person: Bonnie Sonafrank
Activity: Back-to-School Night
- Aug 15, 2009:** Research community resources available for mentoring and tutoring
Person: Cheryl Brandt
Activity: Meeting Students Needs
- Aug 16, 2009:** Develop an agenda for Back-to-School Night
Person: Jackie Danhauser
Activity: Back-to-School Night
- Aug 31, 2009:** Develop Power Point of grade level expectations
Person: Tim Garland
Activity: Back-to-School Night
- Aug 31, 2009:** Inform parents of meetings
Person: Bonnie Sonafrank, PR point-person
Activity: Hold 6 PIE meeting
- Aug 31, 2009:** Set agenda and program
Person: Bonnie Sonafrank
Activity: Hold 6 PIE meeting
- Aug 31, 2009:** Set dates for meetings
Person: Bonnie Sonafrank
Activity: Hold 6 PIE meeting
- Sep 2, 2009:** update computer Parent Portal
Person: Janice Wolford
Activity: Update Parent Resource Area

Sep 15, 2009: Invite guest experienced speaker to staff meeting to explain a working program

Person: Cheryl Brandt and Bonnie Sonafrank

Activity: Meeting Students Needs

Sep 30, 2009: Update grade level binder of expectations

Person: Bonnie Sonafrank and teams

Activity: Update Parent Resource Area

Jan 10, 2010: Inform parents of new program.

Person: Bonnie Sonafrank, PR point-person

Activity: Meeting Students Needs

Continuous Improvement Timeline

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