

# School Improvement Plan - 2010-2011

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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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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 8
- Needs Assessment / Areas of Concern . . . . . 11
- Strategies . . . . . 13
- Strategy Data . . . . . 16
- To-Do List . . . . . 18
- Professional Development Summary . . . . . 30
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 40
- Force Field Excerpt . . . . . 43
- Continuous Improvement Timeline . . . . . 44

# 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-Making**

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

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

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Cheryl Brandt - Community Representative
- Jeff Canady - Administrator
- Jackie Danhauser - Administrator
- Jim DeMien - Teacher
- Alan Eckelbarger - School Counselor
- Emily Van Curen - Parent/Guardian
- Anita Vernon - Teacher

## Strategy Chairs

- Lisa Arnett
- Alan Eckelbarger
- Cheri Hogan
- Jeff Kesler
- Anthony Kinney
- Jennifer Laber
- Sharly Schable
- Annette Servies
- Bonnie Sonafrank
- LaVinnie Wandrei

## **Community Council**

- Cheryl Brandt - parent
- Norma Castlan - Community Council
- Cami Ciotta - Business
- Gina Curl - Business
- Nicole Echols - Business
- Dawn Fisher - Business
- Craig Overway - Business
- Stephanie Patacsil - Community Council
- Sandi Simms - parent
- Lucia Ward - parent

# Vision Statement

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

## **We believe all students deserve:**

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

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

## All students - Percent all students tested who pass the math portion of ISTEP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	74	77	81.9	83		85		87		89		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	68	70	71	74		77		80		83		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	71	77	69	72		75		78		81		100

**Eighth grade algebra 1 students - Percentage passing algebra 1 ECA**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		100	88	88		90		92		94		100

**Free and Reduced Lunch Students - Percent Passing ISTEP Language Arts**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64	49%	66	55.5	60		63		66		69		100

**Free and Reduced Lunch Students - Percent Passing ISTEP Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	61	67	71.4	70		73		76		79		100

**Hispanic students - Percent Passing ISTEP Language Arts**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
56	38%	58	51.3	56		59		62		65		100

**Hispanic Students - Percent Passing ISTEP Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	65	70	71.8	73		76		79		82		100

**Limited English students - Percent Passing ISTEP Language Arts**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			51	54		57		60		63		100

**Limited English Students - Percent Passing ISTEP Math**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68	71	70.3	74		77		81		84		100

**Special Education - Percentage of students who pass Language Arts on ISTEP**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	26	28	37	40		43		46		49		100

**Special Education - Percentage of students who pass math on ISTEP**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	36.5	40	50	53		56		59		62		100

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

### **We are concerned that... 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

### **We are concerned that... Students need additional time to learn reading comprehension skills.**

ISTEP and Accelerated Reader results concerns were identified

### **We are concerned that... 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%.

### **We are concerned that... 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

### **We are concerned that... 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

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Local Strategies

### Credit Recovery Program

Students who receive a failing grade (59% or below) at the end of the grading period in any of the five core subjects (language arts, math, reading, science, and social studies), will be required to complete the credit recovery program. This program meets daily for 30 minutes and provides one-on-one instruction along with strategies to address factors which contribute to failure which include: failure of exams, lack of motivation, lack of homework, and lack of responsibility.

**Impact Level:** High Impact - Inside

**Focus:** General

### 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Olweus Bullying Prevention Program

Staff development for the Olweus Bullying Prevention Program (OBPP) began in 2008 and will continue throughout the 2010-2011 school year. The steering team will continue training the staff in the proper use of the OBPP who will in turn train the students.

**Impact Level:** High Impact - Outside

**Focus:** General

### 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 with, parent-teacher interventions, and P.I.E. (Parents Involved in Education) meetings.

**Impact Level:** Low Impact

**Focus:** General

### Positive Leveling System

Lincoln Middle School staff will implement the Positive Leveling System. The behavioral level system promotes consistent expectations for all students and is monitored and enforced by all staff. Teachers and staff record behavior data into a computer program during a 2 week period as the incidents occur. At the end of the 2 weeks, a level is assigned to each student based

upon the value of the incident recorded for them. The office personnel will be responsible for coordinating the level reports and stickers. Stickers showing a student's level will be distributed to the Focus teachers to be placed on the assignment books. A student can be a level 4, 3, 2, or 1. the students will earn privileges based upon their level with level 1 being the least restrictive and level 4 being the most restrictive. The students will stay on this level for the following 2 week period while they being accumulating data for their next level.

**Impact Level:** High Impact - Inside

**Focus:** General

## Required Strategies

### F. Encourage Rigorous Curriculum: Honors Program

Teachers will continue to recommend students of high ability 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. Students in Honors Math will receive instruction at least one grade level above their peers. 8th grade students will be enrolled in Algebra I and will take the ECA to obtain high school credit. Lessons will be modified through acceleration of content or enrichment of content. Staff members are encouraged to utilize 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### I. Focused Academic Area: SSP

The Student Success Process is an 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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 three periods a day for to be of assistance to the students in Language Arts, Math, and Reading.

**Impact Level:** High Impact - Inside

**Focus:** Specific

# Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

## Local Strategies

### Positive Leveling System

% of students at levels 1 and 2

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
NA	80%		80%	

% of teachers who fully implement use of the Positive Labeling System with students

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
NA	100		100	

## Required Strategies

### I. Focused Academic Area: Simple 6

% of teachers assessing assignments with rubric

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		100	

Data from writing rubrics

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
33	77		77	

**U. Focused Student Group: ENL Sheltered Classes**

Survey of staff showing % of teachers who believe that ESL students can achieve given the proper remediation and extra help

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	60		85	

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

% of teachers who indicate a better awareness of ENL culture and student academic needs

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
78	85		95	

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

## Credit Recovery Program

**Mar 8, 2010:** Program Resources **Person:** Price  
**Mar 15, 2010:** Phone contact **Person:** Hogan  
**Apr , 2010:** Handbook Inclusion **Person:** Danhauser  
**Apr 3, 2010:** Midterm Parent Notification Letter **Person:** Wandrei  
**Apr 3, 2010:** Teacher Checklist **Person:** Wandrei  
**Apr 5, 2010:** LMS Staff Introduction **Person:** Price  
**Apr 12, 2010:** School Board Presentation **Person:** Price  
**Apr 12, 2010:** School Board presentation **Person:** Wandrei  
**Apr 30, 2010:** Quarter Report Notification **Person:** Hogan  
**May , 2010:** Analysis of 1st year program **Person:** Wandrei  
**May , 2010:** Community/Parent Presentation **Person:** Price  
**Aug , 2010:** Parent/Community meeting **Person:** Wandrei  
**Aug 19, 2010:** Committee Meet/Discuss **Person:** Hogan  
**Aug 30, 2010:** Teacher In-Service **Person:** Wandrei  
**Aug 30, 2010:** Teacher introduction/in-service **Person:** Price  
**Sep , 2010:** Informational letters **Person:** Cole  
**Sep , 2010:** Newsletter **Person:** Hogan  
**Sep , 2010:** Potential Site Visits **Person:** Hogan  
**Sep , 2010:** School Reach **Person:** Danhauser  
**Sep , 2010:** Site visits **Person:** Hogan  
**Sep 10, 2010:** Collection of student data **Person:** Price  
**Oct , 2010:** Data folder **Person:** Price  
**Oct , 2010:** Weekly Reminder **Person:** Price  
**Oct 5, 2010:** Midterm At-Risk Letters Mailed Home **Person:** Cole  
**Oct 5, 2010:** Selection/Review of assignment roster **Person:** Canady  
**Oct 12, 2010:** Distribution of class lists **Person:** Canady  
**Nov 12, 2010:** Midterm check lists/letter prepared **Person:** Wandrei  
**Nov 15, 2010:** Review of Quarter Report Roster **Person:** Canady  
**Nov 18, 2010:** Quarter Report Letters mailed home **Person:** Cole  
**Dec 14, 2010:** Collection/Analysis of student participation and actual credit recovery **Person:** Price  
**Dec 14, 2010:** Rise/lowering of participation numbers **Person:** Hogan  
**Dec 14, 2010:** Student/parent/teacher surveys **Person:** Cole

## Encourage Rigorous Curriculum

**May 14, 2010:** Meet with Michelle Starkey to discuss current requirements and guidelines to see if we can change the requirements to benefit our students **Person:** Mary Pomasl  
**May 14, 2010:** Meet with Michelle Starkey to see what opportunities can be provided for teachers to attend seminars/conferences, and or site visits to other classrooms that have developed successful Honors Programs **Person:** Mary Pomasl  
**May 28, 2010:** Determine # of Honors Classes Offered **Person:** Mr. Canady  
**May 28, 2010:** Develop Rules, expectations and guidelines for Honors classes across the board for the benefit of both teachers and students **Person:** Amy Bowers  
**Aug 10, 2010:** Develop exit form using the guidelines and expectations for all honor students **Person:** Bobbi Fisher  
**Aug 20, 2010:** Educate Staff, Students and Parents of the rules and expectations of the Honors program. Explain the exit form **Person:** Jeff Kesler

**Dec 20, 2010:** Site visits to other Honors Classes **Person:** Mr. Canady  
**Dec 20, 2010:** Staff Meetings to explain what was learned at site visits **Person:** Mr. Canady  
**May 28, 2011:** Survey sent to teachers and students about honors program **Person:** Jeff Kesler  
**Aug 17, 2011:** Increase the number of students getting pass plus on the istep **Person:** Mr. Canady

## Encourage Rigorous Curriculum: Essential Skills Class

**Aug 4, 2010:** Student Enrollment-Identify prospective ESC students in grades 6,7, & 8 through ISTEP scores and make schedule changes. **Person:** Jeff Canady  
**Aug 13, 2010:** Design ESC information staff presentation. **Person:** Lisa Arnett  
**Aug 13, 2010:** Get permission to and make presentation at first staff meeting. **Person:** Yonda Darlage  
**Aug 16, 2010:** Design ESC information parent presentation. **Person:** Lisa Arnett  
**Aug 16, 2010:** Design ESC information student presentation and present to students. **Person:** Lisa Arnett  
**Aug 16, 2010:** Plan individualized instruction for ESC students and use information to guide ESC curriculum decisions throughout year. **Person:** Lisa Arnett  
**Aug 20, 2010:** Invite parents to ESC information presentation. **Person:** Vicki Maughmer  
**Aug 23, 2010:** Collect ESC student baseline data from Pretest. **Person:** Lisa Arnett  
**Aug 23, 2010:** Create Pretest/Posttest to establish baseline data. **Person:** Lisa Arnett  
**Aug 27, 2010:** Make ESC information presentation to parents. **Person:** Lisa Arnett  
**Aug 31, 2010:** Include weekly study/organizational skills in ESC curriculum. **Person:** Lisa Arnett  
**Aug 31, 2010:** Incorporate input from Language Arts and Math teachers in the ESC curriculum by creating a system for gathering weekly lesson plans from Language Arts and Math teachers. **Person:** Vicki Maughmer  
**Sep 15, 2010:** Assess and obtain necessary classroom materials for use throughout year to implement curriculum. **Person:** Lisa Arnett  
**Oct 22, 2010:** Site visit to Columbia's ESC classroom. **Person:** Lisa Arnett  
**Oct 22, 2010:** Site visit to comparable classroom in another school district. **Person:** Lisa Arnett  
**Oct 27, 2010:** Attend workshop/seminar that offers strategies to improve ISTEP scores **Person:** Lisa Arnett  
**Jan 14, 2011:** Collect first semester follow-up data from Pretest/Posttest. **Person:** Lisa Arnett  
**Jan 28, 2011:** Collect ESC first semester follow-up data from ESC teacher. **Person:** Jeff Canady  
**Feb 28, 2011:** Share ESC first semester follow-up data with staff through the use of portable boards depicting improvement/no improvement. **Person:** Yonda Darlage  
**May 26, 2011:** Collect final semester follow-up data from Pretest/Posttest. **Person:** Lisa Arnett  
**May 27, 2011:** Collect ESC final semester follow-up data from ESC teacher. **Person:** Jeff Canady

## Focused Academic Area

**May 31, 2010:** Set up Simple 6 Schedule **Person:** Baer  
**Aug 20, 2010:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers  
**Aug 20, 2010:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers  
**Aug 20, 2010:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers  
**Aug 20, 2010:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers  
**Aug 20, 2010:** Math and Language Arts Core Teachers will meet at least a minimum of one class period per month to discuss lessons, strategies and problems with SSP. **Person:** Individual Grade Level Math & Language Arts Teachers  
**Aug 20, 2010:** Students of the 6th,7th and 8th Grades in their Individual Math and Language Arts Core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers  
**Aug 20, 2010:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn  
**Aug 20, 2010:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers  
**Aug 20, 2010:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers  
**Aug 20, 2010:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers  
**Aug 20, 2010:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Aug 20, 2010:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**Aug 30, 2010:** Copy Anchor Papers **Person:** Baer

**Sep 17, 2010:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 17, 2010:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 17, 2010:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 17, 2010:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn

**Sep 17, 2010:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 17, 2010:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 17, 2010:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 17, 2010:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 20, 2010:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 20, 2010:** Students of the 6th, 7th, and 8th Grades in their Individual Math and Language Arts core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 20, 2010:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 20, 2010:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 20, 2010:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Sep 30, 2010:** Analyze ISTEP Writing Scores **Person:** Baer

**Sep 30, 2010:** Collect Baseline Data **Person:** Baer

**Oct 15, 2010:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 15, 2010:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 15, 2010:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 15, 2010:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn

**Oct 15, 2010:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 15, 2010:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 15, 2010:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 15, 2010:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 18, 2010:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 18, 2010:** Students of the 6th, 7th, and 8th Grades in their Individual Math and Language Arts core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 18, 2010:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Oct 18, 2010:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 15, 2010:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 15, 2010:** Students of the 6th, 7th, and 8th Grades in their Individual Math and Language Arts core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 15, 2010:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 15, 2010:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 15, 2010:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 19, 2010:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 19, 2010:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 19, 2010:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 19, 2010:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn

**Nov 19, 2010:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 19, 2010:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 19, 2010:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**Nov 30, 2010:** Collect fall data: % of teachers assessing assignments with rubric **Person:** Baer

**Nov 30, 2010:** Collect fall data: Data from writing rubrics **Person:** Baer

**Dec 17, 2010:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers

**Dec 17, 2010:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers

**Dec 17, 2010:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Dec 17, 2010:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn

**Dec 17, 2010:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Dec 17, 2010:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers

**Dec 17, 2010:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**Dec 17, 2010:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**Dec 20, 2010:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers

**Dec 20, 2010:** Students of the 6th, 7th, and 8th Grades in their Individual Math and Language Arts core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers

**Dec 20, 2010:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 17, 2011:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 17, 2011:** Students of the 6th, 7th, and 8th Grades in their Individual Math and Language Arts core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 17, 2011:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 17, 2011:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 21, 2011:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 21, 2011:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 21, 2011:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 21, 2011:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn

**Jan 21, 2011:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 21, 2011:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**Jan 21, 2011:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 18, 2011:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 18, 2011:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 18, 2011:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 18, 2011:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn

**Feb 18, 2011:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 18, 2011:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 18, 2011:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 18, 2011:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 21, 2011:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 21, 2011:** Students of the 6th, 7th, and 8th Grades in their Individual Math and Language Arts core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 21, 2011:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Feb 21, 2011:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 18, 2011:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 18, 2011:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 18, 2011:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 18, 2011:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn

**Mar 18, 2011:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 18, 2011:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 18, 2011:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 21, 2011:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 21, 2011:** Students of the 6th, 7th, and 8th Grades in their Individual Math and Language Arts core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 21, 2011:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Mar 21, 2011:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 15, 2011:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 15, 2011:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 15, 2011:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 15, 2011:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn

**Apr 15, 2011:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 15, 2011:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 15, 2011:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 15, 2011:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 18, 2011:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 18, 2011:** Students of the 6th, 7th, and 8th Grades in their Individual Math and Language Arts core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 18, 2011:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**Apr 30, 2011:** Kaye Davidson **Person:** Baer

**May 16, 2011:** Math and Language Arts Core Teachers will administer the SSP Program **Person:** Individual Grade Level Math & Language Arts Teachers

**May 16, 2011:** Students of the 6th, 7th, and 8th Grades in their Individual Math and Language Arts core Classes will be given Standards A Test at the beginning of every two weeks **Person:** Individual Grade Level Math & Language Arts Teachers

**May 16, 2011:** Students with scores of 79% or lower are given a second chance of improving their score by taking Standards Test B at the end of the two week cycle. **Person:** Individual Grade Level Math & Language Arts Teachers

**May 20, 2011:** All SSP Standards Test Scores will be recorded at the end of every two weeks using the Data Tracker Software. **Person:** Individual Grade Level Math & Language Arts Teachers

**May 20, 2011:** Both Standards Test A and Standards Test B will have a 10 question format. **Person:** Individual Grade Level Math & Language Arts Teachers

**May 20, 2011:** Homework may be given for remediation purposes on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**May 20, 2011:** Students that score 79% or lower are required to take Standards Test B at the end of the two week cycle. **Person:** Mr. Corn

**May 20, 2011:** Students that score 79% or lower will be remediated during the two week cycle with appropriate lessons per subject grade level on that Standard. **Person:** Individual Grade Level Math & Language Arts Teachers

**May 20, 2011:** Students that score 80% or higher may use the time that the Math and Language Arts Teacher spends on remediation for study time. **Person:** Individual Grade Level Math & Language Arts Teachers

**May 20, 2011:** Students that score 80% or higher on Standards Test A will not have to participate in remediation lessons during the two week cycle of that particular Standard or take Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**May 20, 2011:** Students with scores of 80%, 90% or 100% will not have to complete remediation lessons, unless the Core Teacher believes it is in the best interest of the whole class. **Person:** Individual Grade Level Math & Language Arts Teachers

**May 27, 2011:** All SSP Records will be placed in appropriate data collection software to review the improvement of student scores from Standards Test A to Standards Test B. **Person:** Individual Grade Level Math & Language Arts Teachers

**May 27, 2011:** Review SSP Benchmark Records to evaluate appropriate SSP Lesson 3 times per school year. **Person:** Individual Grade Level Math & Language Arts Teachers

**Jun 30, 2011:** Collect spring data: % of teachers assessing assignments with rubric **Person:** Baer

**Jun 30, 2011:** Collect spring data: Data from writing rubrics **Person:** Baer

## Focused Student Group

**Apr 7, 2010:** Preparation of Sheltered Classes **Person:** Sharlie Schable

**May 14, 2010:** Class Organization **Person:** Sharlie Schable

**Aug , 2010:** Meet with teachers and students to explain purpose of resource room. **Person:** Jennifer Laber

**Aug , 2010:** Site Visits **Person:** Sharlie Schable

**Aug 1, 2010:** Develop student list for resource periods **Person:** Jennifer Laber

**Aug 1, 2010:** Receive ISTEP results. These results will be used in determining which students are placed into inclusion classrooms. **Person:** Jennifer Laber

**Aug 13, 2010:** Library Section for Teachers **Person:** Sharlie Schable

**Aug 13, 2010:** Newcomers Scheduling **Person:** Sharlie Schable  
**Aug 13, 2010:** Survey Staff and Students **Person:** Sharlie Schable  
**Aug 13, 2010:** Welcome Packet **Person:** Sharlie Schable  
**Aug 16, 2010:** Implementation of Sheltered Classes **Person:** Sharlie Schable  
**Aug 17, 2010:** Develop student schedules **Person:** Jennifer Laber  
**Aug 17, 2010:** Distribute IEP's to general education teachers **Person:** Jennifer Laber  
**Aug 17, 2010:** General Ed. Collaboration **Person:** Jennifer Laber  
**Aug 17, 2010:** LAS Links Data Collection **Person:** Sharlie Schable  
**Aug 18, 2010:** Monthly Checks **Person:** Sharlie Schable  
**Aug 18, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Aug 20, 2010:** Call Home to Parents **Person:** Sharlie Schable  
**Aug 20, 2010:** ENL Teacher Collaboration **Person:** Sharlie Schable  
**Aug 23, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Aug 23, 2010:** Survey Teachers about Newcomers **Person:** Sharlie Schable  
**Aug 25, 2010:** Feedback from ENL staff **Person:** Sharlie Schable  
**Aug 25, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Aug 25, 2010:** Teacher Awareness **Person:** Sharlie Schable  
**Aug 30, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Sep , 2010:** DRA/IRI Data Collection **Person:** Sharlie Schable  
**Sep 1, 2010:** Meet with teachers to explain expectations, answer questions, process, etc. **Person:** Jennifer Laber  
**Sep 1, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Sep 6, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Sep 8, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Sep 13, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Sep 13, 2010:** Newcomers Scheduling **Person:** Sharlie Schable  
**Sep 13, 2010:** Survey Staff and Students **Person:** Sharlie Schable  
**Sep 15, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Sep 18, 2010:** Monthly Checks **Person:** Sharlie Schable  
**Sep 20, 2010:** Call Home to Parents **Person:** Sharlie Schable  
**Sep 20, 2010:** ENL Teacher Collaboration **Person:** Sharlie Schable  
**Sep 20, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Sep 21, 2010:** Survey Teachers about the Sheltered Classes **Person:** Sharlie Schable  
**Sep 22, 2010:** Feedback from ENL staff **Person:** Sharlie Schable  
**Sep 22, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Sep 23, 2010:** Survey Teachers about Newcomers **Person:** Sharlie Schable  
**Sep 25, 2010:** Teacher Awareness **Person:** Sharlie Schable  
**Sep 27, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Sep 29, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Oct 3, 2010:** Develop student list for resource periods **Person:** Jennifer Laber  
**Oct 4, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Oct 6, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Oct 11, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Oct 13, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Oct 13, 2010:** Newcomers Scheduling **Person:** Sharlie Schable  
**Oct 13, 2010:** Survey Staff and Students **Person:** Sharlie Schable  
**Oct 17, 2010:** Feedback from ENL staff **Person:** Sharlie Schable  
**Oct 18, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Oct 18, 2010:** Monthly Checks **Person:** Sharlie Schable  
**Oct 20, 2010:** Call Home to Parents **Person:** Sharlie Schable  
**Oct 20, 2010:** ENL Teacher Collaboration **Person:** Sharlie Schable  
**Oct 20, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Oct 21, 2010:** Survey Teachers about the Sheltered Classes **Person:** Sharlie Schable  
**Oct 23, 2010:** Survey Teachers about Newcomers **Person:** Sharlie Schable  
**Oct 25, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Oct 25, 2010:** Teacher Awareness **Person:** Sharlie Schable  
**Oct 27, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Nov 1, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Nov 3, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Nov 8, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Nov 10, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable

**Nov 13, 2010:** Newcomers Scheduling **Person:** Sharlie Schable  
**Nov 13, 2010:** Survey Staff and Students **Person:** Sharlie Schable  
**Nov 15, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Nov 17, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Nov 18, 2010:** Monthly Checks **Person:** Sharlie Schable  
**Nov 20, 2010:** Call Home to Parents **Person:** Sharlie Schable  
**Nov 20, 2010:** ENL Teacher Collaboration **Person:** Sharlie Schable  
**Nov 21, 2010:** Survey Teachers about the Sheltered Classes **Person:** Sharlie Schable  
**Nov 22, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Nov 23, 2010:** Survey Teachers about Newcomers **Person:** Sharlie Schable  
**Nov 24, 2010:** Feedback from ENL staff **Person:** Sharlie Schable  
**Nov 24, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Nov 25, 2010:** Teacher Awareness **Person:** Sharlie Schable  
**Nov 29, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Nov 30, 2010:** Collect fall data: % of teachers who indicate a better awareness of ENL culture and student academic needs **Person:** Sharlie Schable  
**Nov 30, 2010:** Collect fall data: Survey of staff showing % of teachers who believe that ESL students can achieve given the proper remediation and extra help **Person:** Sharlie Schable  
**Dec 1, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Dec 5, 2010:** Develop student list for resource periods **Person:** Jennifer Laber  
**Dec 6, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Dec 8, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Dec 13, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Dec 13, 2010:** Newcomers Scheduling **Person:** Sharlie Schable  
**Dec 13, 2010:** Survey Staff and Students **Person:** Sharlie Schable  
**Dec 15, 2010:** Feedback from ENL staff **Person:** Sharlie Schable  
**Dec 15, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Dec 18, 2010:** Monthly Checks **Person:** Sharlie Schable  
**Dec 20, 2010:** Call Home to Parents **Person:** Sharlie Schable  
**Dec 20, 2010:** ENL Teacher Collaboration **Person:** Sharlie Schable  
**Dec 20, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Dec 21, 2010:** Survey Teachers about the Sheltered Classes **Person:** Sharlie Schable  
**Dec 22, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Dec 23, 2010:** Survey Teachers about Newcomers **Person:** Sharlie Schable  
**Dec 25, 2010:** Teacher Awareness **Person:** Sharlie Schable  
**Dec 27, 2010:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Dec 29, 2010:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Jan 3, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Jan 5, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Jan 10, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Jan 12, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Jan 13, 2011:** Newcomers Scheduling **Person:** Sharlie Schable  
**Jan 13, 2011:** Survey Staff and Students **Person:** Sharlie Schable  
**Jan 17, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Jan 18, 2011:** Monthly Checks **Person:** Sharlie Schable  
**Jan 19, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Jan 20, 2011:** Call Home to Parents **Person:** Sharlie Schable  
**Jan 20, 2011:** ENL Teacher Collaboration **Person:** Sharlie Schable  
**Jan 21, 2011:** Survey Teachers about the Sheltered Classes **Person:** Sharlie Schable  
**Jan 23, 2011:** Survey Teachers about Newcomers **Person:** Sharlie Schable  
**Jan 24, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Jan 25, 2011:** Teacher Awareness **Person:** Sharlie Schable  
**Jan 26, 2011:** Feedback from ENL staff **Person:** Sharlie Schable  
**Jan 26, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Jan 31, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Feb 2, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Feb 6, 2011:** Develop student list for resource periods **Person:** Jennifer Laber  
**Feb 7, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Feb 9, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Feb 13, 2011:** Newcomers Scheduling **Person:** Sharlie Schable

**Feb 13, 2011:** Survey Staff and Students **Person:** Sharlie Schable  
**Feb 14, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Feb 16, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Feb 18, 2011:** Monthly Checks **Person:** Sharlie Schable  
**Feb 20, 2011:** Call Home to Parents **Person:** Sharlie Schable  
**Feb 20, 2011:** ENL Teacher Collaboration **Person:** Sharlie Schable  
**Feb 21, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Feb 21, 2011:** Survey Teachers about the Sheltered Classes **Person:** Sharlie Schable  
**Feb 23, 2011:** Feedback from ENL staff **Person:** Sharlie Schable  
**Feb 23, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Feb 23, 2011:** Survey Teachers about Newcomers **Person:** Sharlie Schable  
**Feb 25, 2011:** Teacher Awareness **Person:** Sharlie Schable  
**Feb 28, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Mar , 2011:** Attend K-12 ENL Conference **Person:** Sharlie Schable  
**Mar 2, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Mar 7, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Mar 9, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Mar 13, 2011:** Newcomers Scheduling **Person:** Sharlie Schable  
**Mar 13, 2011:** Survey Staff and Students **Person:** Sharlie Schable  
**Mar 14, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Mar 16, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Mar 18, 2011:** Monthly Checks **Person:** Sharlie Schable  
**Mar 20, 2011:** Call Home to Parents **Person:** Sharlie Schable  
**Mar 20, 2011:** ENL Teacher Collaboration **Person:** Sharlie Schable  
**Mar 21, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Mar 21, 2011:** Survey Teachers about the Sheltered Classes **Person:** Sharlie Schable  
**Mar 23, 2011:** Feedback from ENL staff **Person:** Sharlie Schable  
**Mar 23, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Mar 23, 2011:** Survey Teachers about Newcomers **Person:** Sharlie Schable  
**Mar 25, 2011:** Teacher Awareness **Person:** Sharlie Schable  
**Mar 28, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Mar 30, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Apr 4, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Apr 6, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Apr 10, 2011:** Develop student list for resource periods **Person:** Jennifer Laber  
**Apr 11, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Apr 13, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Apr 13, 2011:** Newcomers Scheduling **Person:** Sharlie Schable  
**Apr 13, 2011:** Survey Staff and Students **Person:** Sharlie Schable  
**Apr 18, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Apr 18, 2011:** Monthly Checks **Person:** Sharlie Schable  
**Apr 20, 2011:** Call Home to Parents **Person:** Sharlie Schable  
**Apr 20, 2011:** ENL Teacher Collaboration **Person:** Sharlie Schable  
**Apr 20, 2011:** Feedback from ENL staff **Person:** Sharlie Schable  
**Apr 20, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**Apr 21, 2011:** Survey Teachers about the Sheltered Classes **Person:** Sharlie Schable  
**Apr 23, 2011:** Survey Teachers about Newcomers **Person:** Sharlie Schable  
**Apr 25, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**Apr 25, 2011:** Teacher Awareness **Person:** Sharlie Schable  
**Apr 27, 2011:** Newcomers Classroom Strategies **Person:** Sharlie Schable  
**May , 2011:** DRA/IRI Data Evaluation **Person:** Sharlie Schable  
**May 2, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**May 9, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**May 13, 2011:** Newcomers Scheduling **Person:** Sharlie Schable  
**May 13, 2011:** Survey Staff and Students **Person:** Sharlie Schable  
**May 16, 2011:** Grade Level Team Meetings **Person:** Sharlie Schable  
**May 17, 2011:** Istep Scores - check for progress **Person:** Jennifer Laber/Jim DeMien  
**May 17, 2011:** Periodic checks of grades **Person:** Jennifer Laber/Beth Stuart  
**May 18, 2011:** Feedback from ENL staff **Person:** Sharlie Schable  
**May 18, 2011:** LAS Links Data Evaluation **Person:** Sharlie Schable

**May 18, 2011:** Monitor student progress to determine if placement is correct within general education/special education classroom  
**Person:** Jennifer Laber

**May 18, 2011:** Monthly Checks **Person:** Sharlie Schable

**May 20, 2011:** Call Home to Parents **Person:** Sharlie Schable

**May 20, 2011:** ENL Teacher Collaboration **Person:** Sharlie Schable

**May 25, 2011:** Teacher Awareness **Person:** Sharlie Schable

**May 27, 2011:** Distribution of new IEP's as the students are conferenced. **Person:** Jennifer Laber

**Jun 30, 2011:** Collect spring data: % of teachers who indicate a better awareness of ENL culture and student academic needs  
**Person:** Sharlie Schable

**Jun 30, 2011:** Collect spring data: Survey of staff showing % of teachers who believe that ESL students can achieve given the proper remediation and extra help **Person:** Sharlie Schable

**Aug 1, 2011:** Attendance checks to see how use of room is being utilized **Person:** Jennifer Laber

**Aug 1, 2011:** Period checks of student grades and progress **Person:** Jennifer Laber

## Olweus Bullying Prevention Program

**Sep 7, 2010:** First Meeting for Olweus Coordinating Committee **Person:** Alan Eckelbarger

**Sep 7, 2010:** Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Alan Eckelbarger

**Sep 13, 2010:** Distribute Olweus Brochures to all Focus Teachers to distribute to students in Focus class explaining Olweus to parents **Person:** Alan Eckelbarger

**Sep 13, 2010:** Olweus Professional Development During Monthly Staff Meeting **Person:** Jeff Canady

**Sep 20, 2010:** Mail out passive consent letters for Olweus Questionnaires to all parents **Person:** Alan Eckelbarger

**Oct 4, 2010:** Host school-wide annual Olweus Kick-Off pep-rally at school **Person:** Alan Eckelbarger

**Oct 4, 2010:** Olweus Professional Development During Monthly Staff Meeting **Person:** Jacqueline Danhauser

**Oct 5, 2010:** Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Anita Vernon

**Oct 11, 2010:** Distribute Olweus Questionnaires to all Focus teachers to administer to students **Person:** Alan Eckelbarger

**Oct 18, 2010:** Distribute introduction Olweus lesson to all Focus teachers for Olweus weekly classroom meeting **Person:** Alan Eckelbarger

**Oct 27, 2010:** Coordinate and schedule bully and other prevention speakers during Red Ribbon Week à DOC (STAR) Program  
**Person:** Alan Eckelbarger

**Nov 1, 2010:** Distribute Olweus lesson for Rule #1 for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Nov 1, 2010:** Olweus Professional Development During Monthly Staff Meeting **Person:** Anita Vernon

**Nov 2, 2010:** Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Jim DeMien

**Nov 8, 2010:** Distribute Olweus lesson for Rule #2 for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Nov 15, 2010:** Distribute Olweus lesson for Rule #3 for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Nov 22, 2010:** Distribute Olweus lesson for Rule #4 for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Nov 29, 2010:** Distribute Olweus lesson for Bullying Circle Exercise for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Dec 6, 2010:** Distribute Olweus lesson for Cyber Bullying Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Dec 6, 2010:** Olweus Professional Development During Monthly Staff Meeting **Person:** Jim DeMien

**Dec 7, 2010:** Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Jeff Canady

**Dec 13, 2010:** Distribute Olweus lesson for Nonverbal Bullying Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Jan 4, 2011:** Distribute Olweus lesson for Respect in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Jan 4, 2011:** Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Jacqueline Danhauser

**Jan 10, 2011:** Distribute Olweus lesson for Self-Control in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Jan 10, 2011:** Olweus Professional Development During Monthly Staff Meeting **Person:** Alan Eckelbarger

**Jan 17, 2011:** Distribute Olweus lesson for Courage in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Jan 24, 2011:** Distribute Olweus lesson for Team building in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Jan 31, 2011:** Distribute Olweus lesson for Gender Issues in Bullying for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Feb 7, 2011:** Distribute Olweus lesson for Bus Behavior in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Feb 7, 2011:** Olweus Professional Development During Monthly Staff Meeting **Person:** Jeff Canady

**Feb 8, 2011:** Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Alan Eckelbarger

**Feb 14, 2011:** Distribute Olweus lesson for Cafeteria Behavior in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Feb 21, 2011:** Distribute Olweus lesson for Listening skills in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Mar 7, 2011:** Olweus Professional Development During Monthly Staff Meeting **Person:** Jacqueline Danhauser

**Mar 8, 2011:** Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Anita Vernon

**Mar 14, 2011:** Distribute Olweus lesson for Other Communication Skills (â and â Statements and Assertive vs. Aggressive Behavior) in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention technique **Person:** Alan Eckelbarger

**Mar 28, 2011:** Distribute Olweus lesson for Identifying Feelings in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Apr 4, 2011:** Distribute Olweus lesson for Friendship in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Apr 4, 2011:** Olweus Professional Development During Monthly Staff Meeting **Person:** Anita Vernon

**Apr 5, 2011:** Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Jim DeMien

**Apr 11, 2011:** Distribute Olweus lesson for Peer Pressure in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**Apr 18, 2011:** Distribute Olweus lesson for Diversity in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**May 2, 2011:** Olweus Professional Development During Monthly Staff Meeting **Person:** Jim DeMien

**May 3, 2011:** Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Jeff Canady

**May 9, 2011:** Distribute Olweus lesson for Prejudice in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

**May 16, 2011:** Distribute Olweus lesson for Empathy for Others in Relation to Bully Prevention for weekly class meeting to all Focus teachers to discuss and model bully prevention techniques to students by using curriculum and scenarios in Focus class **Person:** Alan Eckelbarger

## Parent Involvement

**Apr 16, 2010:** Hold 6 PIE meeting **Person:** Bonnie Sonafrank

**Aug 20, 2010:** Back-to-School Night-informational flyer at registration, reminder on Channel 18, reminder in school newsletter, use school calling system **Person:** Brandi Rozzi

**Aug 20, 2010:** Work with teams on student expectations and needs **Person:** Vicki Maughmer

**Aug 31, 2010:** Back-to-School Night **Person:** Brandi Rozzi

**Sep 7, 2010:** Update Parent Resource Area **Person:** Vicki Maughmer

**Jan 31, 2011:** Investigate working programs and inform staff of possible programs **Person:** Cheryl Ide

**Apr 16, 2011:** PIE Meetings-informational flyer, reminder on Channel 18 and school newsletter, use school calling system **Person:** Bonnie Sonafrank

**Apr 22, 2011:** Parent Response to PIE meetings **Person:** Bonnie Sonafrank

**Apr 29, 2011:** Meeting Student Needs **Person:** Cheryl Ide

**Apr 29, 2011:** Parent sign in sheet in Resource Area **Person:** Vicki Maughmer

**May 1, 2011:** Volunteer and student participation **Person:** Cheryl Ide

**May 26, 2011:** Remind staff to get articles to PR Point person **Person:** Bonnie Sonafrank

**May 26, 2011:** School Newsletter with Report Cards **Person:** Bonnie Sonafrank

**May 28, 2011:** Newsletters numbers and parent response **Person:** Bonnie Sonafrank

**Aug 31, 2011:** Staff and parent response to Back to School Night **Person:** Brandi Rozzi

## Positive Leveling System

**Mar 15, 2010:** Meet with Leveling Committee **Person:** Annette Servies  
**Mar 29, 2010:** Review and Revise Leveling Pamphlet **Person:** Leveling TEAM  
**Apr 1, 2010:** Collect baseline data: % of students at levels 1 and 2 **Person:** Jeff Canady  
**Apr 1, 2010:** Collect baseline data: % of teachers who fully implement use of the Positive Labeling System with students **Person:** Jeff Canady  
**Apr 5, 2010:** School Teacher Meeting: Introduction to Leveling **Person:** Tony Kinney & Jeff Canady  
**Apr 12, 2010:** Plan infraction form, monitoring card/behavior contract, after-school tutoring **Person:** Annette Servies  
**May 10, 2010:** Finish Planning **Person:** Annette Servies  
**Aug , 2010:** Open House/Meet the Teacher: Introduce Leveling to Parents **Person:** TEAM  
**Aug 13, 2010:** Prepare for teacher meeting and level stickers for teachers **Person:** Annette Servies  
**Aug 13, 2010:** Teacher Day: Review Leveling Plan **Person:** Jeff Canady  
**Aug 16, 2010:** Student First Day: Introduce Leveling by Grade Level **Person:** Tony Kinney, Kim Dickson, Annette Servies  
**Sep 13, 2010:** Teacher Meeting: Monthly Evaluation of Program **Person:** Jeff Canady & TEAM  
**Oct 4, 2010:** Teacher Meeting: Monthly Evaluation of Program **Person:** Jeff Canady & TEAM  
**Oct 15, 2010:** Gifts and Rewards for Level One Drawing **Person:** Tony Kinney  
**Nov 1, 2010:** Teacher Meeting: Monthly Evaluation of Program **Person:** Jeff Canady & TEAM  
**Nov 30, 2010:** Collect fall data: % of students at levels 1 and 2 **Person:** Bert Chambers  
**Nov 30, 2010:** Collect fall data: % of teachers who fully implement use of the Positive Labeling System with students **Person:** Bert Chambers  
**Dec 6, 2010:** Teacher Meeting: Monthly Evaluation of Program **Person:** Jeff Canady & TEAM  
**Dec 17, 2010:** Gifts and Rewards for Level One Drawing **Person:** Annette Servies  
**Jan 3, 2011:** Teacher Meeting: Monthly Evaluation of Program **Person:** Jeff Canady & TEAM  
**Feb 7, 2011:** Teacher Meeting: Monthly Evaluation of Program **Person:** Jeff Canady & TEAM  
**Mar 7, 2011:** Teacher Meeting: Monthly Evaluation of Program **Person:** Jeff Canady & TEAM  
**Mar 11, 2011:** Gifts and Rewards for Level One Drawing **Person:** Bert Chambers  
**Apr 4, 2011:** Teacher Meeting: Monthly Evaluation of Program **Person:** Jeff Canady & TEAM  
**May 26, 2011:** Gifts and Rewards for Level One Drawing **Person:** Kim Dickson & Annette Servies  
**May 27, 2011:** Teacher Meeting: Monthly Evaluation of Program **Person:** Jeff Canady & TEAM  
**Jun 30, 2011:** Collect spring data: % of students at levels 1 and 2 **Person:** Bert Chambers  
**Jun 30, 2011:** Collect spring data: % of teachers who fully implement use of the Positive Labeling System with students **Person:** Bert Chambers

# Professional Development Summary

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

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

**Professional Growth Environment:** Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring 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.

## Credit Recovery Program

### Phone contact

**Brief Description:** Phone call to Delta Middle School, Muncie, IN Mr. Don Harmon, Principal To discuss their active program.

**Intended Participants:** Teachers, Administrators

**Date:** Mar 15, 2010

**Activity Purpose:** Information, Refinement

**Activity Format:** Talk to, Action Research

**Funding:** N/A

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

### Potential Site Visits

**Brief Description:** Committee, Core teachers and administrators, possibly community members and parents, visit schools with Credit Recovery Programs in present operation

**Intended Participants:** Teachers, Administrators, Parents, Community Members

**Date:** Sep 0, 2010

**Activity Purpose:** Information, Feedback/Support, Refinement

**Activity Format:** Study Group, Collaborative Problem Solving, Action Research, Site Visit

**Funding:** Corporation

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

### Program Resources

**Brief Description:** Review od present Credit Recovery programs in operation

**Intended Participants:** Teachers

**Date:** Mar 8, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Action Research, Other

**Funding:** N/A

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

#### **Teacher introduction/in-service**

**Brief Description:** Explanation of the program focus, plan, teacher requirements and timeline

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

**Date:** Aug 30, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** N/A

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

## **Encourage Rigorous Curriculum: Essential Skills Class**

#### **Attend workshop/seminar that offers strategies to improve ISTEP scores**

**Brief Description:** Attending a workshop/seminar that specifically addresses improving ISTEP scores would give ESC teacher more strategies to implement in the ESC curriculum.

**Intended Participants:** Teachers

**Date:** Oct 27, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation, Site Visit

**Funding:** Logansport schools

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

#### **Site visit to Columbia's ESC classroom.**

**Brief Description:** The visit's purpose would be to observe another school's interpretation of the Essential Skills classroom.

**Intended Participants:** Teachers

**Date:** Oct 22, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Site Visit

**Funding:** N/A

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

#### **Site visit to comparable classroom in another school district.**

**Brief Description:** The visit's purpose would be to observe another school's interpretation of the Essential Skills classroom.

**Intended Participants:** Teachers

**Date:** Oct 22, 2010

**Activity Purpose:** Information

**Activity Format:** Talk to, Site Visit

**Funding:** N/A

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

## **Olweus Bullying Prevention Program**

### **Olweus Professional Development During Monthly Staff Meeting**

**Brief Description:** Get feedback from all staff concerning Olweus program last year

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

**Date:** Sep 13, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** School Corporation Funds

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

### **Olweus Professional Development During Monthly Staff Meeting**

**Brief Description:** Get feedback from all staff concerning annual Olweus Kick-Off pep rally. Distribute curriculum to Focus teachers.

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

**Date:** Oct 4, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** School Corporation Funds

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

### **Olweus Professional Development During Monthly Staff Meeting**

**Brief Description:** Discuss all 4 Olweus Rules and bullying circle exercise to get feedback from Focus teachers and other staff.

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

**Date:** Nov 1, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Presentation

**Funding:** School Corporation Funds

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

### **Olweus Professional Development During Monthly Staff Meeting**

**Brief Description:** Discuss cyber-bullying and nonverbal bullying lessons to get feedback from Focus teachers and other staff.

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

**Date:** Dec 6, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** School Corporation Funds

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

#### **Olweus Professional Development During Monthly Staff Meeting**

**Brief Description:** Discuss respect, self-control, courage, and team building as they relate to bully prevention and get feedback from Focus teachers and other staff.

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

**Date:** Jan 10, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** School Corporation Funds

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

#### **Olweus Professional Development During Monthly Staff Meeting**

**Brief Description:** Discuss bus behavior, cafeteria behavior, and listening skills lessons to get feedback from Focus teachers and other staff.

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

**Date:** Feb 7, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Presentation

**Funding:** School Corporation Funds

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

#### **Olweus Professional Development During Monthly Staff Meeting**

**Brief Description:** Discuss communication skills and identifying feelings lessons to get feedback from Focus teachers and other staff.

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

**Date:** Mar 7, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Presentation

**Funding:** School Corporation Funds

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

#### **Olweus Professional Development During Monthly Staff Meeting**

**Brief Description:** Discuss friendship, peer pressure, and diversity lesson to get feedback from Focus teachers and other staff.

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

**Date:** Apr 4, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Presentation

**Funding:** School Corporation Funds

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

### **Olweus Professional Development During Monthly Staff Meeting**

**Brief Description:** Discuss Olweus lessons on prejudice and empathy for others to get feedback from Focus teachers and other staff.

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

**Date:** May 2, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to, Presentation

**Funding:** School Corporation Funds

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

### **Parent Involvement**

No professional development is needed for this strategy.

### **Positive Leveling System**

**Teacher Meeting: Monthly Evaluation of Program**

**Brief Description:** Discuss concerns about the leveling program.

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

**Date:** Sep 13, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** NA

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

**Teacher Meeting: Monthly Evaluation of Program**

**Brief Description:** Discuss concerns about leveling program.

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

**Date:** Oct 4, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** NA

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

**Teacher Meeting: Monthly Evaluation of Program**

**Brief Description:** Discuss concerns about leveling program.

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

**Date:** Nov 1, 2010

**Activity Purpose:** Information, Feedback/Support  
**Activity Format:** Talk to  
**Funding:** NA  
**Does this activity occur during the school day?** No

**Teacher Meeting: Monthly Evaluation of Program**

**Brief Description:** Discuss concerns about leveling program.  
**Intended Participants:** Teachers, Counselors, Administrators  
**Date:** Dec 6, 2010  
**Activity Purpose:** Information, Feedback/Support  
**Activity Format:** Talk to  
**Funding:** NA  
**Does this activity occur during the school day?** No

**Teacher Meeting: Monthly Evaluation of Program**

**Brief Description:** Discuss concerns about the program.  
**Intended Participants:** Teachers, Counselors, Administrators  
**Date:** Jan 3, 2011  
**Activity Purpose:** Information, Feedback/Support  
**Activity Format:** Talk to  
**Funding:** NA  
**Does this activity occur during the school day?** No

**Teacher Meeting: Monthly Evaluation of Program**

**Brief Description:** Discuss concerns about the program.  
**Intended Participants:** Teachers, Counselors, Administrators  
**Date:** Feb 7, 2011  
**Activity Purpose:** Information, Feedback/Support  
**Activity Format:** Talk to  
**Funding:** NA  
**Does this activity occur during the school day?** No

**Teacher Meeting: Monthly Evaluation of Program**

**Brief Description:** Discuss concerns about the program.  
**Intended Participants:** Teachers, Counselors, Administrators  
**Date:** Mar 7, 2011  
**Activity Purpose:** Information, Feedback/Support  
**Activity Format:** Talk to  
**Funding:** NA  
**Does this activity occur during the school day?** No

**Teacher Meeting: Monthly Evaluation of Program**

**Brief Description:** Discuss concerns about the program.

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

**Date:** Apr 4, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** NA

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

**Teacher Meeting: Monthly Evalutaion of Program**

**Brief Description:** Discuss concerns about the program.

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

**Date:** May 27, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** NA

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

## **F. Encourage Rigorous Curriculum: Honors Program**

**Meet with Michelle Starkey to see what opportunities can be provided for teachers to attend seminars**

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

**Intended Participants:** Teachers

**Date:** May 14, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:** N/A

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

**Site visits to other Honors Classes**

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

**Intended Participants:** Teachers

**Date:** Dec 20, 2010

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

**Activity Format:** Site Visit

**Funding:** School Corporation

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

### **Staff Meetings to explain what was learned at site visits**

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

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

**Date:** Dec 20, 2010

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

**Activity Format:** Talk to, Presentation, Peer Coaching

**Funding:** N/A

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

## **I. Focused Academic Area: Simple 6**

**Kaye Davidson**

**Brief Description:** Checking with Mrs. Starkey. Mrs. Davidson is the author of Simple 6

**Intended Participants:** Teachers, Administrators

**Date:** Apr 30, 2011

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Presentation

**Funding:** LCSC

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

## **I. Focused Academic Area: SSP**

**Math and Language Arts Core Teachers will meet at least a minimum of one class period per month to d**

**Brief Description:** Individual Math & Language Arts Teachers will use this period to improve or discuss matters relating to the SSP Program.

**Intended Participants:** Teachers

**Date:** Aug 20, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Study Group

**Funding:** School Corporation

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

## **U. Focused Student Group: ENL Sheltered Classes**

**Grade Level Team Meetings**

**Brief Description:** Teams will meet to discuss the sheltered program and collaborate.

**Intended Participants:** Teachers

**Dates:** Aug 23, 2010; Aug 30, 2010; Sep 6, 2010; Sep 13, 2010; Sep 20, 2010; Sep 27, 2010; Oct 4, 2010; Oct 11, 2010; Oct 18, 2010; Oct 25, 2010; Nov 1, 2010; Nov 8, 2010; Nov 15, 2010; Nov 22, 2010; Nov 29, 2010; Dec 6, 2010; Dec 13, 2010; Dec 20, 2010; Dec 27, 2010; Jan 3, 2011; Jan 10, 2011; Jan 17, 2011; Jan 24, 2011; Jan 31, 2011; Feb 7, 2011; Feb 14, 2011; Feb 21, 2011; Feb 28, 2011; Mar 7, 2011; Mar 14, 2011; Mar 21, 2011; Mar 28, 2011; Apr 4, 2011; Apr 11, 2011; Apr 18, 2011; Apr 25, 2011; May 2, 2011; May 9, 2011; May 16, 2011

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

**Activity Format:** Talk to, Peer Coaching, Collaborative Problem Solving

**Funding:** School Corporation, ENL program

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

### **Library Section for Teachers**

**Brief Description:** Create and update monthly a section in the library that will include different resources for the sheltered teachers.

**Intended Participants:** Teachers

**Date:** Aug 13, 2010

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

**Activity Format:** Professional Reading, Action Research

**Funding:** School Corporation, ENL Program

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

### **Site Visits**

**Brief Description:** LMS sheltered teachers will visit a school that has a successful sheltering program.

**Intended Participants:** Teachers

**Date:** Aug 0, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Site Visit

**Funding:** School Corporation, ENL Program

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

## **U. Focused Student Group: Inclusion**

### **Distribute IEP's to general education teachers**

**Brief Description:** Distribution of IEP's to general education teachers for special education identification.

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

**Date:** Aug 17, 2010

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Professional Reading

**Funding:** N/A

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

**Distribution of new IEP's as the students are conferenced.**

**Brief Description:** As ACR's come up new IEP's will be developed. As they are developed they will be distributed to teachers and staff.

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

**Date:** May 27, 2011

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Professional Reading

**Funding:** N/A

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

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

### **Attend K-12 ENL Conference**

**Brief Description:** ENL and sheltered teachers will attend the K-12 ENL conference in Indianapolis, IN.

**Intended Participants:** Teachers

**Date:** Mar 0, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Action Research

**Funding:** School Corporation, ENL Program

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

### **ENL Teacher Collaboration**

**Brief Description:** ENL teacher will meet with the ENL teacher at Columbia Middle School to share techniques and strategies for Newcomers.

**Intended Participants:** Teachers

**Dates:** Aug 20, 2010; Sep 20, 2010; Oct 20, 2010; Nov 20, 2010; Dec 20, 2010; Jan 20, 2011; Feb 20, 2011; Mar 20, 2011; Apr 20, 2011; May 20, 2011

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

**Activity Format:** Talk to, Collaborative Problem Solving

**Funding:** School Corporation, ENL Program

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

## **U. Focused Student Group: Special Education Resource Room**

No professional development is needed for this strategy.

## **Relationship Report: Areas of Concern / Strategies / Achievement Goals**

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

### **Local Areas of Concern**

#### **We are concerned that... Student need extra time/help to learn hard material**

##### **Data Targets Influenced by This Concern:**

- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Free and Reduced Lunch Students -- Percent Passing ISTEP Math
- Hispanic students -- Percent Passing ISTEP Language Arts
- Hispanic Students -- Percent Passing ISTEP Math
- Limited English students -- Percent Passing ISTEP Language Arts
- Limited English Students -- Percent Passing ISTEP Math

##### **Strategies to Impact This Concern:**

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

#### **We are concerned that... 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:**

- Encourage Rigorous Curriculum: Essential Skills Class

#### **We are concerned that... Lack of parent involvement impedes student success**

##### **Data Targets Influenced by This Concern:**

- All students -- Percent all students tested who pass the math portion of ISTEP
- All students -- Percent all students tested who pass the writing process portion of ISTEP
- All students -- Percent of students who pass the reading comprehension on ISTEP

##### **Strategies to Impact This Concern:**

- Parent Involvement

## **We are concerned that... LEP students need additional support to be successful**

### **Data Targets Influenced by This Concern:**

- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Free and Reduced Lunch Students -- Percent Passing ISTEP Math
- Hispanic students -- Percent Passing ISTEP Language Arts
- Hispanic Students -- Percent Passing ISTEP Math
- Limited English students -- Percent Passing ISTEP Language Arts
- Limited English Students -- Percent Passing ISTEP Math

### **Strategies to Impact This Concern:**

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

## **We are concerned that... Behavior of other students impacts the learning of others**

### **Data Targets Influenced by This Concern:**

- All students -- Percent all students tested who pass the math portion of ISTEP
- All students -- Percent all students tested who pass the writing process portion of ISTEP
- All students -- Percent of students who pass the reading comprehension on ISTEP
- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Free and Reduced Lunch Students -- Percent Passing ISTEP Math
- Hispanic students -- Percent Passing ISTEP Language Arts
- Hispanic Students -- Percent Passing ISTEP Math
- Limited English students -- Percent Passing ISTEP Language Arts
- Limited English Students -- Percent Passing ISTEP Math
- Special Education -- Percentage of students who pass Language Arts on ISTEP
- Special Education -- Percentage of students who pass math on ISTEP

### **Strategies to Impact This Concern:**

- Credit Recovery Program
- Olweus Bullying Prevention Program
- Positive Leveling System

## **Required Areas of Concern**

### **F. Encourage Rigorous Curriculum (PL221)**

#### **Data Targets Influenced by This Concern:**

- Eighth grade algebra 1 students -- Percentage passing algebra 1 ECA
- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Free and Reduced Lunch Students -- Percent Passing ISTEP Math
- Hispanic students -- Percent Passing ISTEP Language Arts
- Hispanic Students -- Percent Passing ISTEP Math
- Limited English students -- Percent Passing ISTEP Language Arts
- Limited English Students -- Percent Passing ISTEP Math

#### **Strategies to Impact This Concern:**

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

## **I. Focused Academic Area (PL221)**

### **Data Targets Influenced by This Concern:**

- All students -- Percent all students tested who pass the writing process portion of ISTEP
- All students -- Percent of students who pass the reading comprehension on ISTEP
- Special Education -- Percentage of students who pass Language Arts on ISTEP

### **Strategies to Impact This Concern:**

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

## **U. Focused Student Group (PL221)**

### **Data Targets Influenced by This Concern:**

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

### **Strategies to Impact This Concern:**

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

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Mr. Canady's office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Aquity - The approved online testing through the Indiana State Department to assess student mastery of state standards.</p> <p>Informal Reading Inventory (IRI) - Testing reading at grade level</p> <p>Student Success Process (SSP) - Uses Form A and Form B testing as pre/post assessment of state standard mastery. Remediation/enrichment components determined by outcome of pretest.</p> <p>General Education Intervention (GEI) - Uses KBIT and KTEA as a screening of general intellect.</p>

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2011-2012 school year