

School Improvement Plan - 2011-2012

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Lincoln Middle School (0702)

Logansport Community Sch Corp

Logansport, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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School Improvement Plan Introduction

Lincoln Middle School

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

- Indiana Student Achievement Institute
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Cheryl Brandt - Parent/Guardian
- Jeff Canady - Administrator
- Tim Dalton - Community Representative (Business)
- Jackie Danhauser - Administrator
- Alan Eckelbarger - School Counselor
- Annette Servies-Proefrock - Teacher
- Anita Vernon - Teacher

Strategy Chairs

- Carla Alford
- Lisa Arnett
- Alan Eckelbarger
- Cheri Hogan
- Jeff Kesler
- Jennifer Laber
- Sharly Schable
- Annette Servies
- LaVinnie Wandrei

Community Council

- Alan Biggs - Business
- Cheryl Brandt - parent
- Norma Castlan - Community Council
- Jill Cole - parent
- Tim Dalton - Community Council
- Nicole Echols - Business
- Calvine Gebhardt
- Toni Gebhardt
- Bryan Looker - Parent
- Lucia Ward - parent
- Trampas Young - 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. Students are involved in extra-curricular activities in addition to their regular school work.

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 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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	81.9	83	68	85		87		89		91		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	71	74	73	77		80		83		86		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	69	72		75		78		81		84		100

Eighth grade algebra 1 students - Percentage passing algebra 1 ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
100	88	88	100	90		92		94		96		100

Free and Reduced Lunch Students - Percent Passing ISTEP Language Arts

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66	55.5	60	56	63		66		69		72		100

Free and Reduced Lunch Students - Percent Passing ISTEP Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67	71.4	70	64.4	73		76		79		82		100

Hispanic students - Percent Passing ISTEP Language Arts

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58	51.3	56	52.4	59		62		65		68		100

Hispanic Students - Percent Passing ISTEP Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	71.8	73	62.1	76		79		82		85		100

Limited English students - Percent Passing ISTEP Language Arts

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	51	54	35	57		60		63		66		100

Limited English Students - Percent Passing ISTEP Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71	70.3	74	53.6	77		81		84		87		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
28	37	40		43		46		49		52		100

Special Education - Percentage of students who pass math on ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40	50	53		56		59		62		65		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... 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.

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... 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% fo 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

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

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 2011-2012 school year. The OBPP is the most researched and best-known bullying prevention program available and its purpose to change the norms around bullying behavior and to restructure the school setting itself so that bullying is less likely to occur. The OBPP strategy 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 incidents 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 in the assignment books. A student can be a level 4, 3, 2, or 1 and will remain on that level for the next two weeks. The students will earn privileges based upon their level with level 1 being the least restrictive and level 4 being the most restrictive. Point totals are cleared every two weeks giving students a chance to move up or down the leveling system as their behavior dictates.

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 Focus, teachers are encouraged to provide activities which expand the students' scope of thinking.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Student absences must be verified by a parent/guardian by calling the Lincoln MS office no later than 8:30 a.m. Tele-parent will place an automatic phone call to parents/guardians by 9:30 notifying them of their child's absence. Home visits may also be made to verify an absence. A maximum of 10 absences per year and all absences are considered unexcused unless they fall under the legal definition of excused absence. After the 3rd and 7th unexcused absence, the parents will be contacted by letter. After the tenth unexcused absence, the case will be referred to the Family Opportunity Center. Parents of students with chronically excessive absenteeism may be referred to the Prosecutor's Office.

Impact Level: Low Impact

Focus: Specific

I. Focused Academic Area: Simple 6 Writing

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

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

LMS special education teachers, along with the math, science, social studies, and language arts general education teachers, will continue the development of an inclusion 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: 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

X. Graduation Plan

Students in the 6th grade, with input from their parents, will participate in developing an initial graduation plan. Included in this plan will be a statement of intent graduate from high school as well as acknowledgment of the need for good study habits, citizenship, and school attendance. Students in the 7th grade will update their initial graduation plan and continue to investigate education opportunities beyond high school. All 8th grade students will complete the graduation plan folders after completion of an interest survey, intense instruction on different career opportunities and the different diploma options, as well as other career choice information. Learn More Indiana information and graduation plan folders will be distributed to Focus teachers by the school counselor. Focus teachers will ensure that all information is presented and graduation plan folders are completed and returned to the counselor no later than November 30th. Learn More Indiana materials will be used for all three grade levels.

Impact Level: High Impact - Outside

Focus: General

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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
81%	85		85	

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	100		100	

Required Strategies

I. Focused Academic Area: Simple 6 Writing

% of teachers assessing assignments with rubric

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

Data from writing rubrics

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
71	75		78	

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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

U. Focused Student Group: Inclusion

the number of general education teachers currently team teaching and those that would like to team teach

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	2		4	

U. Focused Student Group: Special Education Resource Room

The percentage of days that General Education Teachers utilize the Resource Room

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
65	70		75	

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

Aug 10, 2011: Discuss with administration the consequences for students who are not cooperating with Credit Recovery participation. **Person:** Jackie Danhauser

Aug 12, 2011: Inform staff on modifications for 2011-2012 school year. **Person:** Becky Price

Aug 17, 2011: Develop a spreadsheet for recording names of students assigned to Credit Recovery. **Person:** LaVinnie Wandrei

Aug 19, 2011: Assign "At Risk" students to a study skill class for the first nine week grading period. **Person:** Jeff Canady

Aug 25, 2011: Investigate online lessons aligned with Core class curriculum. **Person:** Becky Price

Aug 31, 2011: Develop midterm at risk letter to send home to parents **Person:** Cheri Hogan

Sep 14, 2011: Send out midterm at risk letters to parents of students failing Core classes **Person:** LaVinnie Wandrei

Oct 14, 2011: Assign students with multiple failures and/or participating in Essential Skills classes to Credit Recovery during Focus class. **Person:** Jeff Canady

Dec 16, 2011: Assign students with multiple failures and/or participating in Essential Skills classes to Credit Recovery during Focus class. **Person:** Jeff Canady

Jan 6, 2012: Revise staff survey distribution and collection of data and teacher input. **Person:** Cheri Hogan

Feb 17, 2012: Assign students with multiple failures and/or participating in Essential Skills classes to Credit Recovery during Focus class. **Person:** Jeff Canady

Mar 7, 2012: Present data to staff. **Person:** Becky Price

Encourage Rigorous Curriculum

May 15, 2011: Meet With Honors Teachers after school to aid in developing entry and exit criteria for Honor classes **Person:** Bobbi Fisher

May 20, 2011: Meet with Michele Starkey and Jeff Canady about proposed changes for entry and exit criteria into the Honors classes **Person:** Jeff Kesler

Jul 31, 2011: Work Session/Honors Curriculum **Person:** Bobbi Fisher

Aug 25, 2011: Train Staff at Staff meeting about strategies developed during the summer work session **Person:** Amy Bowers

Sep 10, 2011: Grade level Team Members will discuss Honor Students Abilities every midterm and grading period to establish if there are any concerns with the students. **Person:** Amy Bowers

May 15, 2012: Review Entry and Exit Criteria for Honors classes **Person:** Mary Pomasl

Encourage Rigorous Curriculum: Essential Skills Class

Aug 10, 2011: Gather data from 2010-2011 final benchmark tests in Language Arts and Math to select students who showed non-mastery of focus standards for the first Essential Skills two week cycle. **Person:** Lisa Arnett

Aug 15, 2011: Create activities to aid students in achieving mastery (80%) of focus standards. **Person:** Lisa Arnett

Aug 15, 2011: Create informational presentation about format of Essential Skills class for staff. **Person:** Vicki Maughmer

Aug 15, 2011: Create informational presentation about format of Essential Skills class for students. **Person:** Lisa Arnett

Aug 15, 2011: Gather data regarding student mastery of focus standards after remediation in Essential Skills class to share with staff. **Person:** Lisa Arnett

Aug 15, 2011: Gather data regarding student mastery or non-mastery of focus standards after remediation in Essential Skills class to determine effectiveness of program. **Person:** Lisa Arnett

Aug 15, 2011: Gather materials for use in remediation of focus standards **Person:** Lisa Arnett

Aug 15, 2011: Implement remediation activities over a two week period with selected Language Arts and Math students who show non-mastery (less than 80%) of focus standards. **Person:** Lisa Arnett

Aug 15, 2011: Present information about format of Essential Skills class to staff. **Person:** Vicki Maughmer

Aug 15, 2011: Present information about format of Essential Skills class to students **Person:** Lisa Arnett
Aug 23, 2011: Create assessment tool to determine student mastery of focus standards after two week remediation cycle in Essential Skills class. **Person:** Lisa Arnett
Aug 26, 2011: Administer assessment to students after two week remediation cycle in Essential Skills class to determine mastery or non-mastery of focus standards. **Person:** Lisa Arnett
Aug 26, 2011: Collect data from Language Arts and Math teachers every two weeks regarding students who show non-mastery (less than 80 %) of focus standards for selection for remediation in Essential Skills class. **Person:** Lisa Arnett
Sep 1, 2011: Create informational presentation about format of Essential Skills class for parents. **Person:** Lisa Arnett
Sep 1, 2011: Present information about Essential Skills class to parents at Open House. **Person:** Lisa Arnett
Sep 30, 2011: Hold monthly conversation with Essential Skills teacher at Columbia Middle School to share strengths and concerns. **Person:** Lisa Arnett
Mar 5, 2012: Share data regarding student mastery or non-mastery of focus standards after remediation in Essential Skills class for the first semester. **Person:** Yonda Darlage
May 7, 2012: Collect data regarding student mastery or non-mastery of focus standards after remediation in Essential Skills class. **Person:** Jeff Canady
May 7, 2012: Share data regarding student mastery or non-mastery of focus standards after remediation in Essential Skills class for the second semester. **Person:** Yonda Darlage

Focused Academic Area

May 31, 2011: Set up Simple 6 Schedule **Person:** Baer
Aug 31, 2011: Copy Anchor Papers **Person:** Hogan
Sep 30, 2011: Analyze ISTEP Writing Scores **Person:** Canady
Sep 30, 2011: Collect Baseline Data **Person:** Hogan
Nov 30, 2011: Collect fall data: % of teachers assessing assignments with rubric **Person:** Hogan
Nov 30, 2011: Collect fall data: Data from writing rubrics **Person:** Hogan
Nov 30, 2011: Collect fall data: Data from writing rubrics **Person:** Hogan
Nov 30, 2011: Collect Fall Date: % of teachers assessing assignments with rubric **Person:** Hogan
Apr 30, 2012: Meet with Kaye Davidson **Person:** Hogan
May 31, 2012: Collect spring date: % of teachers assessing assignments with rubric **Person:** Hogan
May 31, 2012: Collect spring date: Data from writing rubrics **Person:** Hogan
Jun 30, 2012: Collect spring data: % of teachers assessing assignments with rubric **Person:** Hogan
Jun 30, 2012: Collect spring data: Data from writing rubrics **Person:** Hogan

Focused Student Group

Apr 1, 2011: Collect baseline data: the number of general education teachers currently team teaching and those that would like to team teach **Person:**
Apr 1, 2011: Collect baseline data: The percentage of days that General Education Teachers utilize the Resource Room **Person:**
May 23, 2011: Preparation **Person:** Sharlie Schable
May 23, 2011: Review ISTEP Results **Person:** Sharlie Schable
May 24, 2011: Review DRA/IRI Data **Person:** Sharlie Schable
May 25, 2011: Review LAS Links Data **Person:** Sharlie Schable
Jun 8, 2011: Training **Person:** Sharlie Schable
Aug 8, 2011: Receive ISTEP/IMAST results. These results will be used in determining which students are placed into inclusion classrooms. **Person:** Jennifer Laber/Carla Alford/Pam Rausch
Aug 10, 2011: Develop student schedules. **Person:** Jennifer Laber/Carla Alford/Pam Rausch
Aug 11, 2011: Develop Student list for resource periods **Person:** Carla Alford/Jennifer Laber
Aug 12, 2011: General Education Collaboration **Person:** Carla Alford/Jennifer Laber
Aug 14, 2011: Implementation of Sheltered Classes **Person:** Sharlie Schable
Aug 14, 2011: Sheltered Class Organization **Person:** Sharlie Schable
Aug 15, 2011: Distribute IEP's to general education teachers. **Person:** Jennifer Laber/Carla Alford/Pam Rausch
Aug 20, 2011: SIOP Monthly Meetings **Person:** Sharlie Schable
Aug 24, 2011: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
Aug 27, 2011: Review Acuity Testing Results **Person:** Sharlie Schable
Sep 1, 2011: Meet with teachers to explain expectations and answer questions. **Person:** Jennifer Laber/Carla Alford/Pam Rausch
Sep 14, 2011: Implementation of Sheltered Classes **Person:** Sharlie Schable
Sep 14, 2011: Sheltered Class Organization **Person:** Sharlie Schable
Sep 15, 2011: Monthly Checks **Person:** Sharlie Schable

Sep 20, 2011: SIOP Monthly Meetings **Person:** Sharlie Schable
Sep 24, 2011: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
Oct 14, 2011: Develop Student list for resource periods **Person:** Carla Alford/Jennifer Laber
Oct 14, 2011: Implementation of Sheltered Classes **Person:** Sharlie Schable
Oct 14, 2011: Sheltered Class Organization **Person:** Sharlie Schable
Oct 15, 2011: Monthly Checks **Person:** Sharlie Schable
Oct 20, 2011: SIOP Monthly Meetings **Person:** Sharlie Schable
Oct 24, 2011: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
Oct 29, 2011: Review Acuity Testing Results **Person:** Sharlie Schable
Nov 14, 2011: Implementation of Sheltered Classes **Person:** Sharlie Schable
Nov 14, 2011: Sheltered Class Organization **Person:** Sharlie Schable
Nov 15, 2011: Monthly Checks **Person:** Sharlie Schable
Nov 20, 2011: SIOP Monthly Meetings **Person:** Sharlie Schable
Nov 24, 2011: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
Nov 30, 2011: 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
Nov 30, 2011: Collect fall data: the number of general education teachers currently team teaching and those that would like to team teach **Person:**
Nov 30, 2011: Collect fall data: The percentage of days that General Education Teachers utilize the Resource Room **Person:**
Dec 14, 2011: Implementation of Sheltered Classes **Person:** Sharlie Schable
Dec 14, 2011: Sheltered Class Organization **Person:** Sharlie Schable
Dec 15, 2011: Monthly Checks **Person:** Sharlie Schable
Dec 16, 2011: Develop Student list for resource periods **Person:** Carla Alford/Jennifer Laber
Dec 20, 2011: SIOP Monthly Meetings **Person:** Sharlie Schable
Dec 24, 2011: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
Dec 31, 2011: Review Acuity Testing Results **Person:** Sharlie Schable
Jan 14, 2012: Implementation of Sheltered Classes **Person:** Sharlie Schable
Jan 14, 2012: Sheltered Class Organization **Person:** Sharlie Schable
Jan 15, 2012: Monthly Checks **Person:** Sharlie Schable
Jan 20, 2012: SIOP Monthly Meetings **Person:** Sharlie Schable
Jan 24, 2012: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
Feb 14, 2012: Implementation of Sheltered Classes **Person:** Sharlie Schable
Feb 14, 2012: Sheltered Class Organization **Person:** Sharlie Schable
Feb 15, 2012: Monthly Checks **Person:** Sharlie Schable
Feb 20, 2012: SIOP Monthly Meetings **Person:** Sharlie Schable
Feb 24, 2012: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
Mar 3, 2012: Review Acuity Testing Results **Person:** Sharlie Schable
Mar 9, 2012: Develop Student list for resource periods **Person:** Carla Alford/Jennifer Laber
Mar 14, 2012: Implementation of Sheltered Classes **Person:** Sharlie Schable
Mar 14, 2012: Sheltered Class Organization **Person:** Sharlie Schable
Mar 15, 2012: Monthly Checks **Person:** Sharlie Schable
Mar 20, 2012: SIOP Monthly Meetings **Person:** Sharlie Schable
Mar 24, 2012: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
Apr 14, 2012: Implementation of Sheltered Classes **Person:** Sharlie Schable
Apr 14, 2012: Sheltered Class Organization **Person:** Sharlie Schable
Apr 15, 2012: Monthly Checks **Person:** Sharlie Schable
Apr 20, 2012: SIOP Monthly Meetings **Person:** Sharlie Schable
Apr 24, 2012: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
May 5, 2012: Review Acuity Testing Results **Person:** Sharlie Schable
May 14, 2012: Implementation of Sheltered Classes **Person:** Sharlie Schable
May 14, 2012: Sheltered Class Organization **Person:** Sharlie Schable
May 15, 2012: Monthly Checks **Person:** Sharlie Schable
May 20, 2012: SIOP Monthly Meetings **Person:** Sharlie Schable
May 24, 2012: Distribution of new IEP's as the students are conferenced. **Person:** Jennifer Laber/ Carla Alford/Pam Rausch
May 24, 2012: Monitor student progress to determine if placement is correct within general education/special education classrooms. **Person:** Jennifer Laber/Carla Alford/Pam Rausch
May 24, 2012: Monthly Checks (Successes/Problems) **Person:** Sharlie Schable
May 25, 2012: ISTEP scores - check for progress. **Person:** Jennifer Laber/Carla Alford
May 25, 2012: Periodic checks of grades for all special education students. **Person:** Jennifer Laber/Carla Alford/Pam Rausch
Jun 30, 2012: 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

Jun 30, 2012: Collect spring data: the number of general education teachers currently team teaching and those that would like to team teach **Person:**

Jun 30, 2012: Collect spring data: The percentage of days that General Education Teachers utilize the Resource Room **Person:**

Aug 17, 2012: Complete attendance checks to determine how the resource room is being utilized. **Person:** Carla Alford/Jennifer Laber

Aug 17, 2012: Meet with teachers and students to explain the purpose of the resource room. **Person:** Carla Alford/Jennifer Laber

Aug 17, 2012: Weekly checks of student grades and progress. **Person:** Carla Alford/Jennifer Laber

Graduation Plan

Sep 6, 2011: Graduation Plan Strategy Team evaluation meeting. **Person:** Alan Eckelbarger

Sep 12, 2011: Graduation Plan Professional Development during Monthly Staff Meeting **Person:** Alan Eckelbarger

Sep 27, 2011: Graduation Plan Strategy Team will coordinate with the 8th Grade Team to plan and coordinate the Reality Store and to schedule the guest speakers. **Person:** Alan Eckelbarger

Sep 30, 2011: Distribute the On Track magazines for 6th, 7th, & 8th grade students to all Focus teachers to review with their students during the month of October. **Person:** Alan Eckelbarger

Oct 3, 2011: Coordinate with Focus teachers to begin reviewing the On Track magazines with all 3 grade levels throughout month of October until all the material is covered. **Person:** Alan Eckelbarger

Oct 26, 2011: Coordinate with 6th Grade Team to ensure all 6th grade students complete the Student Identification, Graduation Promise, and the 3 Goals for 6th grade. **Person:** Alan Eckelbarger

Oct 26, 2011: Coordinate with 8th Grade Team to ensure all 8th grade students complete the Student Identification, Graduation Promise, High School Diploma Plan (Core 40), the 8th grade section of the After High School Plan, and the 8th grade section of the Checklist: T **Person:** Alan Eckelbarger

Nov 1, 2011: Graduation Plan Strategy Team evaluation meeting. **Person:** Tony Kinney

Nov 7, 2011: Graduation Plan Professional Development during Monthly Staff Meeting **Person:** Tony Kinney

Nov 16, 2011: Reality Store will take place. It is an event where 8th grade students are placed in real life scenarios in which they are faced with the reality of employment, careers, and other issues many adults face. **Person:** Tony Kinney

Nov 30, 2011: Graduation Plans for all 3 grade levels will have been completed and returned to school counselor. **Person:** Alan Eckelbarger

Nov 30, 2011: On Track Career Guides will have been reviewed with students in all 3 grade levels and all students will have completed the included career interest inventory. **Person:** Alan Eckelbarger

Dec 1, 2011: Coordinate with LHS Guidance Director to ensure that parents of all 8th grade students will be sent letters inviting them to attend the 8th grade Orientation at the high school. **Person:** Alan Eckelbarger

Dec 5, 2011: Filing process for Graduation Plans for all 3 grade levels begins so that all Graduation Plans will be filed into students' permanent records. 8th grade Graduation Plans will be delivered to the high school Guidance Department. **Person:** Alan Eckelbarger

Dec 5, 2011: School counselor will meet with all 8th grade students during their Focus class for 8th Grade Pre-Orientation to explain the scheduling process and to answer students' questions about the various courses offered at Logansport High School (LHS) and the C **Person:** Alan Eckelbarger

Dec 15, 2011: Coordinate with Logansport High School (LHS) Guidance director for 8th Grade Orientation at LHS to explain the scheduling process to parents and students and to answer questions about the various courses offered at LHS and the Century Career Center (CCC). **Person:** Alan Eckelbarger

Jan 10, 2012: Coordinate with Logansport High School (LHS) Guidance director to meet with and assist 8th grade students in choosing courses for 9th grade at LHS and the Century Career Center (CCC). **Person:** Alan Eckelbarger

Jan 17, 2012: Coordinate with Logansport High School (LHS) Guidance director to meet with and assist 8th grade students who have not yet scheduled their courses for 9th grade due to absences or new enrollment. **Person:** Alan Eckelbarger

Feb 7, 2012: Strategy Team evaluation meeting. **Person:** Kim Dickson

Mar 5, 2012: Graduation Plan Professional Development during Monthly Staff Meeting **Person:** Alan Eckelbarger

Mar 23, 2012: Coordinate with Logansport High School (LHS) Guidance director to make sure all 8th grade students have scheduled their courses for 9th grade and are on target to graduate and to meet their goals on their Graduation Plans. **Person:** Alan Eckelbarger

May 1, 2012: Strategy Team evaluation meeting. **Person:** Brandi Rozzi

Olweus Bullying Prevention Program

Aug 11, 2011: Mail out passive consent letters for Olweus Questionnaires to all parents. **Person:** Alan Eckelbarger

Aug 12, 2011: Staff Kick-Off for Olweus Bully Prevention Program. Review the program with staff and distribute new materials. **Person:** Alan Eckelbarger

Aug 16, 2011: First Meeting for Olweus Coordinating Committee. Coordinate and plan Olweus Kick-Off and to schedule bully prevention speaker(s) for Red Ribbon Week. **Person:** Alan Eckelbarger

Aug 16, 2011: Student body meeting. **Person:** Alan Eckelbarger

Aug 23, 2011: Distribute Fall Semester Olweus lesson plans (a different one for each grade level) to all Focus teachers for Olweus weekly classroom meetings. **Person:** Alan Eckelbarger

Aug 23, 2011: Distribute Olweus Brochures to all Focus Teachers to distribute to students in Focus class explaining Olweus to parents. **Person:** Alan Eckelbarger

Aug 26, 2011: Host school-wide annual Olweus Kick-Off pep-rally at school. **Person:** Alan Eckelbarger conjoined with Olweus Steering Committee

Aug 30, 2011: Coordinate Olweus Fall Lesson 1 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Sep 6, 2011: Coordinate Olweus Fall Lesson 2 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Sep 6, 2011: Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Jeff Canady

Sep 12, 2011: Olweus Professional Development During Monthly Staff Meeting **Person:** Jeff Canady

Sep 13, 2011: Coordinate Olweus Fall Lesson 3 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Sep 20, 2011: Coordinate Olweus Fall Lesson 4 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Sep 27, 2011: Coordinate Olweus Fall Lesson 5 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Oct 3, 2011: Olweus Professional Development During Monthly Staff Meeting **Person:** Jacqueline Danhauser

Oct 4, 2011: Coordinate Olweus Fall Lesson 6 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

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

Oct 11, 2011: Coordinate Olweus Fall Lesson 7 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Oct 18, 2011: Coordinate Olweus Fall Lesson 8 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Oct 26, 2011: Coordinate bully prevention program and speaker(s) during Red Ribbon Week. **Person:** Alan Eckelbarger conjoined with Olweus Steering Committee

Nov 1, 2011: Coordinate Olweus Fall Lesson 9 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Nov 1, 2011: Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Anita Vernon

Nov 7, 2011: Olweus Professional Development During Monthly Staff Meeting **Person:** Anita Vernon

Nov 8, 2011: Coordinate Olweus Fall Lesson 10 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Nov 15, 2011: Coordinate Olweus Fall Lesson 11 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Nov 29, 2011: Coordinate Olweus Fall Lesson 12 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Dec 5, 2011: Olweus Professional Development During Monthly Staff Meeting **Person:** D.J. Somers

Dec 6, 2011: Coordinate Olweus Fall Lesson 13 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Dec 6, 2011: Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Alan Eckelbarger

Dec 13, 2011: Coordinate Olweus Fall Lesson 14 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Jan 3, 2012: Distribute Olweus Spring Lesson plans (a different one for each grade level) to all Focus teachers for Olweus weekly classroom meetings. **Person:** Alan Eckelbarger

Jan 3, 2012: Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Becky Martin

Jan 9, 2012: Olweus Professional Development During Monthly Staff Meeting **Person:** Alan Eckelbarger

Jan 10, 2012: Coordinate Olweus Spring Lesson 1 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Jan 17, 2012: Coordinate Olweus Spring Lesson 2 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Jan 24, 2012: Coordinate Olweus Spring Lesson 3 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Jan 31, 2012: Coordinate Olweus Spring Lesson 4 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Feb 6, 2012: Olweus Professional Development During Monthly Staff Meeting **Person:** Jeff Canady

Feb 7, 2012: Coordinate Olweus Spring Lesson 5 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Feb 7, 2012: Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Alan Eckelbarger
Feb 14, 2012: Coordinate Olweus Spring Lesson 6 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger
Feb 21, 2012: Coordinate Olweus Spring Lesson 7 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger
Feb 28, 2012: Coordinate Olweus Spring Lesson 8 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger
Mar 5, 2012: Olweus Professional Development During Monthly Staff Meeting **Person:** Becky Martin
Mar 6, 2012: Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Jeff Canady
Mar 20, 2012: Coordinate Olweus Spring Lesson 9 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger
Apr 2, 2012: Olweus Professional Development During Monthly Staff Meeting **Person:** Anette Servies
Apr 3, 2012: Coordinate Olweus Spring Lesson 10 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger
Apr 3, 2012: Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Alan Eckelbarger
Apr 10, 2012: Coordinate Olweus Spring Lesson 11 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger
Apr 17, 2012: Coordinate Olweus Spring Lesson 12 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger
Apr 24, 2012: Coordinate Olweus Spring Lesson 13 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger
May 1, 2012: Olweus Strategy Evaluation Meeting for Olweus Coordinating Committee **Person:** Anette Servies
May 7, 2012: Olweus Professional Development During Monthly Staff Meeting **Person:** Alan Eckelbarger
May 15, 2012: Coordinate Olweus Spring Lesson 14 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

Parent Involvement

Aug 8, 2011: Back-to-School Night flier distribution at registration, reminder on ch. 18 **Person:** Lisa Arnett
Aug 15, 2011: Hold 4 PIE meetings **Person:** Anette Servies
Aug 31, 2011: Gather information to select parent volunteers **Person:** Brad Platt
Aug 31, 2011: Hold annual Back to School Night **Person:** Lisa Arnett
Sep 7, 2011: Compile list of parent volunteers **Person:** Brad Platt
Sep 7, 2011: Monitor parent and staff response to Back to School Night **Person:** Lisa Arnett
Sep 7, 2011: Update parent resource area in library **Person:** Cheri Hogan
Sep 30, 2011: Explore possibility of after-school parent tutoring program **Person:** Lisa Arnett
Sep 30, 2011: Publicize and encourage attendance at quarterly PIE meetings **Person:** Lisa Arnett
Oct 17, 2011: Compile and distribute periodic school newsletter **Person:** Jason Baer
Oct 17, 2011: Implement scholarship fundraising ideas **Person:** Anette Servies
Dec 2, 2011: Publicize and encourage attendance at quarterly PIE meetings **Person:** Lisa Arnett
Dec 19, 2011: Compile and distribute periodic school newsletter **Person:** Jason Baer
Dec 19, 2011: Implement scholarship fundraising ideas **Person:** Anette Servies
Feb 3, 2012: Publicize and encourage attendance at quarterly PIE meetings **Person:** Lisa Arnett
Feb 20, 2012: Compile and distribute periodic school newsletter **Person:** Jason Baer
Feb 20, 2012: Implement scholarship fundraising ideas **Person:** Anette Servies
Apr 6, 2012: Publicize and encourage attendance at quarterly PIE meetings **Person:** Lisa Arnett
Apr 23, 2012: Compile and distribute periodic school newsletter **Person:** Jason Baer
Apr 23, 2012: Implement scholarship fundraising ideas **Person:** Anette Servies
Apr 30, 2012: Monitor attendance at PIE meetings **Person:** Lisa Arnett
Apr 30, 2012: Monitor parent response to newsletter **Person:** Jason Baer
May 4, 2012: Monitor number of parents using Parent Resource Area in library **Person:** Cheri Hogan

Positive Leveling System

Mar 8, 2011: Meet with Leveling Committee **Person:** Tony Kinny
Apr 6, 2011: Review and Revise Meeting **Person:** Tony Kinny
May 2, 2011: School Teacher Meeting: Discuss Level Change **Person:** Tony Kinny
May 9, 2011: Finish Revisions **Person:** Anette Servies
Aug 9, 2011: Lincoln Leap: Explin Leveling to Parents **Person:** TEAM

Aug 12, 2011: Prepare for teacher meeting **Person:** Annette Servies
Aug 12, 2011: Teacher Day: Review Leveling Program **Person:** Jeff Canady
Aug 15, 2011: Student First Day: Explain Leveling by Grade Level **Person:** Tony Kinny, Kim Dickson, Annette Servies
Sep 12, 2011: Teacher Meeting: Quarterly Meeting Evaluation of Program **Person:** Jeff Canady & TEAM
Oct 14, 2011: Gifts and Rewards for Level One Drawing **Person:** Tony Kinny
Nov 30, 2011: Collect fall data: % of students at levels 1 and 2 **Person:** Jeff Canady
Nov 30, 2011: Collect fall data: % of teachers who fully implement use of the Positive Labeling System with students **Person:** Jeff Canady
Dec 5, 2011: Teacher Meeting: Quarterly Evaluation of Program **Person:** Jeff Canady & TEAM
Dec 20, 2011: Gifts and Rewards for Level On Drawing **Person:** Annette Servies
Feb 6, 2012: Teacher Meeting: Quarterly Evaluation of Program **Person:** Jeff Canady & TEAM
Mar 9, 2012: Gifts and Rewards for Level One Drawing **Person:** Bert Chambers
Apr 2, 2012: Teacher Meeting: Quarterly Evaluation of Program **Person:** Jeff Canady & TEAM
May 23, 2012: Gifts and Rewards for Level One Drawing **Person:** Kim Dickson & Annette Servies
Jun 30, 2012: Collect spring data: % of students at levels 1 and 2 **Person:** Jeff Canady
Jun 30, 2012: Collect spring data: % of teachers who fully implement use of the Positive Labeling System with students **Person:** Jeff Canady

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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 to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Credit Recovery Program

Inform staff on modifications for 2011-2012 school year.

Brief Description: Distribute data collection forms to teachers and explain how they are to be used, present information on possible online instruction, present summerization of 2010-2011 data

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

Date: Aug 12, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Present data to staff.

Brief Description: Present results collected from teacher data forms to determine program success

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

Date: Mar 7, 2012

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

Encourage Rigorous Curriculum: Essential Skills Class

Hold monthly conversation with Essential Skills teacher at Columbia Middle School to share strengths

Brief Description: Meet (or talk with) on a monthly basis the Essential Skills teacher at Columbia to share information about how program is going, activity ideas, and areas of concern.

Intended Participants: Teachers

Date: Sep 30, 2011

Activity Purpose: Information, Feedback/Support, Refinement

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

Funding:

Does this activity occur during the school day? No

Olweus Bullying Prevention Program

Olweus Professional Development During Monthly Staff Meeting

Brief Description: Share data and information from the Olweus Bully Prevention surveys with all staff.

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 12, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

Olweus Professional Development During Monthly Staff Meeting

Brief Description: Share information on Olweus and how to effectively present the curriculum in the classroom.

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 3, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

Olweus Professional Development During Monthly Staff Meeting

Brief Description: Discuss new strategies that will make the Olweus program more effective.

Intended Participants: Teachers, Counselors, Administrators

Date: Nov 7, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Olweus Professional Development During Monthly Staff Meeting

Brief Description: Give presentation / workshop on bullying and gang-related bullying behavior

Intended Participants: Teachers, Counselors, Administrators

Date: Dec 5, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

Olweus Professional Development During Monthly Staff Meeting

Brief Description: Discuss the Olweus curriculum and get feedback on changes that need to be made or ways to improve the curriculum.

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 9, 2012

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Olweus Professional Development During Monthly Staff Meeting

Brief Description: Discuss physical areas of the building where it is reported that bullying takes place the most and develop strategies to improve those areas.

Intended Participants: Teachers, Counselors, Administrators

Date: Feb 6, 2012

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

Olweus Professional Development During Monthly Staff Meeting

Brief Description: Review the 4 core principles behind the Olweus Bullying Prevention Program with staff (Teacher's Manual p.31)

Intended Participants: Teachers, Counselors, Administrators

Date: Mar 5, 2012

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Olweus Professional Development During Monthly Staff Meeting

Brief Description: Brainstorm with staff on ideas for better parent and community involvement with the Olweus program.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 2, 2012

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Olweus Professional Development During Monthly Staff Meeting

Brief Description: Brainstorm with staff for ideas for next year's Olweus Kick-Off and prevention program during Red Ribbon Week.

Intended Participants: Teachers, Counselors, Administrators

Date: May 7, 2012

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Student body meeting.

Brief Description: Meet with student body representatives to discuss strategies for improving the Olweus program to share at staff meeting.

Intended Participants: Students

Date: Aug 16, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Parent Involvement

No professional development is needed for this strategy.

Positive Leveling System

Teacher Meeting: Quarterly Evaluation of Program

Brief Description: Teacher Meeting: Quarterly Evaluation of Program

Intended Participants: Teachers

Date: Apr 2, 2012

Activity Purpose:

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Teacher Meeting: Quarterly Evaluation of Program

Brief Description: Teacher Meeting: Quarterly Evaluation of Program

Intended Participants: Teachers, Administrators

Date: Dec 5, 2011

Activity Purpose:

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Teacher Meeting: Quarterly Evaluation of Program

Brief Description: Teacher Meeting: Quarterly Evaluation of Program

Intended Participants: Teachers, Administrators

Date: Feb 6, 2012

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Teacher Meeting: Quarterly Meeting Evaluation of Program

Brief Description: Teacher Meeting: Quarterly Meeting Evaluation of Program

Intended Participants: Teachers, Administrators

Date: Sep 12, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Honors Program

Train Staff at Staff meeting about strategies developed during the summer work session

Brief Description: Train Staff at Staff meeting about strategies developed during the summer work session

Intended Participants: Teachers

Date: Aug 25, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

Work Session/Honors Curriculum

Brief Description: Honors teachers will meet to discuss the implementation of honors curriculum with Mrs. Starkey and/or Honors Curriculum specialist.

Intended Participants: Teachers, Administrators

Date: Jul 31, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Simple 6 Writing

Meet with Kaye Davidson

Brief Description: Kaye Davidson will meet with language arts teachers to check on progress of the program and offer suggestions for improvement.

Intended Participants: Teachers

Date: Apr 30, 2012

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: ENL Sheltered Classes

SIOP Monthly Meetings

Brief Description: Sheltered teachers will meet monthly to share SIOP lessons.

Intended Participants: Teachers

Dates: Aug 20, 2011; Sep 20, 2011; Oct 20, 2011; Nov 20, 2011; Dec 20, 2011; Jan 20, 2012; Feb 20, 2012; Mar 20, 2012; Apr 20, 2012; May 20, 2012

Activity Purpose: Information

Activity Format: Other

Funding:

Does this activity occur during the school day? Yes

Training

Brief Description: Sheltered teachers will receive SIOP training, which will increase their ability to work with ENL students.

Intended Participants: Teachers

Date: Jun 8, 2011

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

U. Focused Student Group: Inclusion

Distribute IEP's to general education teachers.

Brief Description: Distribute IEP's/accommodations to general education teachers.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 15, 2011

Activity Purpose: Information

Activity Format: Professional Reading

Funding:

Does this activity occur during the school day? Yes

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

Brief Description: Provide new IEP's to teachers as students are conferenced.

Intended Participants: Teachers, Counselors, Administrators, Parents

Date: May 24, 2012

Activity Purpose: Information

Activity Format: Professional Reading

Funding:

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.

X. Graduation Plan

Graduation Plan Professional Development during Monthly Staff Meeting

Brief Description: Discuss On Track magazines and answer questions about them with staff. Discuss Graduation Plans and answer questions about how students should complete them

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 12, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Graduation Plan Professional Development during Monthly Staff Meeting

Brief Description: Discuss the upcoming Reality Store and how to connect it with the On Track career inventories and the Graduation Plans.

Intended Participants: Teachers, Counselors, Administrators

Date: Nov 7, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Graduation Plan Professional Development during Monthly Staff Meeting

Brief Description: Discuss with staff concerning the Graduation Plan and the importance of good citizenship, school attendance, and diligent study habits. Brainstorm and get feedback from staff concerning these topics

Intended Participants: Teachers, Counselors, Administrators

Date: Mar 5, 2012

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

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... 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

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
- G. Attendance

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: ENL Sheltered Classes

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

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
- U. Focused Student Group: Inclusion

Required Areas of Concern**F. Encourage Rigorous Curriculum (IN Rules)****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
- Eighth grade algebra 1 students -- Percentage passing algebra 1 ECA

Strategies to Impact This Concern:

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

I. Focused Academic Area (IN Rules)**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

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Simple 6 Writing

U. Focused Student Group (IN Rules)

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
- 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

X. Graduation Plan (IN Rules)

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

Strategies to Impact This Concern:

- X. Graduation Plan

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	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"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	yes
D. 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.</p> <p>Remediation/enrichment components determined by outcome of pretest.</p> <p>Response to Intervention (RTI) - 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
First Year: Rationale + Organizational Structure After First Year: 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