

# **School Improvement Plan - 2013-2014**

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## **Lincoln Middle School (0702)**

**Logansport Community Sch Corp**

**Logansport, IN**

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



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# School Improvement Plan Introduction

Lincoln Middle School

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

- Indiana Student Achievement Institute
- 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

- Jeff Canady - Administrator
- Nicole Echols - Parent/Guardian
- Alan Eckelbarger - School Counselor
- Julie Looker - Community Representative (Business)
- Annette Servies-Proefrock - Teacher
- Theodore Stevens - Administrator
- Anita Vernon - Teacher

## Strategy Chairs

- Lisa Arnett
- Stephanie Crawford
- Alan Eckelbarger
- Jeff Kesler
- Jennifer Laber
- Sharly Schable
- Annette Servies-Proefrock
- Adina Sizemore

## Community Council

- Jim Callaghan - Community Member
- Cami Ciotta - Parent
- Jim Crain - Parent

- Nicole Echols - Business and Parent
- Shelby Graham - Parent
- Bryan & Julee Looker - Parent
- Obie Martin - Business
- Judy McNary - Community Member
- Misty Russell - Parent
- Michelle Starkey - 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:**

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. A voice in decisions and be held accountable for their choices according to well-defined school-wide rules with appropriate consequences for violations of those rules. 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 life in general. 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.

to be instructed by enthusiastic teachers who are well prepared and use research-based instruction in a student-centered classroom. to choose among a variety of opportunities for learning, both curricular and extra-curricular 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 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 ensure students succeed by providing 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 participate by donating time, talent, and resources. 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 the future.

## **In this environment where all adults are living by their core convictions, all students:**

In this environment where all adults are living by 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 seek to improve by being goal oriented. Students show strong management skills by being punctual, having perfect attendance, and turning in all assignments on time. They show great respect for and are honest individuals. Students will reflect their compassion and caring by coming to school ready to learn and encouraging others to do so. They are attentive in class and are not hesitant to ask questions to delve deeper into discussion. 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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 85        | 73     | 87        | 73     | 89        |        | 91        |        | 93        |        | 96        |        |             |

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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 77        | 64     | 80        | 74     | 83        |        | 86        |        | 89        |        | 92        |        |             |

## Eighth grade Algebra 1 students - Percent passing Algebra 1 ECA

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 90        | 100    | 92        | 100    | 94        |        | 96        |        | 99        |        | 100       |        |             |

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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 63        | 56     | 66        | 65     | 69        |        | 72        |        | 75        |        | 78        |        | 100         |

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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 73        | 66     | 76        | 63     | 79        |        | 82        |        | 85        |        | 88        |        | 100         |

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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 59        | 63     | 62        | 63     | 65        |        | 68        |        | 71        |        | 74        |        | 100         |

**Hispanic Students - Percent Passing ISTEP Math**

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 76        | 70     | 79        | 63     | 82        |        | 85        |        | 88        |        | 91        |        | 100         |

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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 57        | 68     | 60        | 39     | 63        |        | 66        |        | 69        |        | 72        |        | 100         |

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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 77        | 71     | 81        | 37     | 84        |        | 87        |        | 90        |        | 93        |        | 100         |



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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 43        | 15     | 46        | 28     | 49        |        | 52        |        | 55        |        | 58        |        | 100         |

**Special Education - Percent of students who pass Math on ISTEP**

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 56        | 31     | 59        | 26     | 62        |        | 65        |        | 68        |        | 71        |        | 100         |

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

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 43        | 20     | 46        | 25     | 49        |        | 52        |        | 55        |        | 58        |        | 100         |

**Special Education - Percentage of students who pass Math on IMAST**

| 2010-2011 |        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        | 2015-2016 |        | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual | Target    | Actual |             |
| 43        | 15     | 46        | 19     | 49        |        | 52        |        | 55        |        | 58        |        | 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**

**G. Attendance**

**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

### Olweus Bullying Prevention Program

Staff development for the Olweus Bullying Prevention Program (OBPP) began in 2008 and will continue throughout the 2012-2013 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 new 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 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. All incoming 6th graders will take OLSAT to see if they qualify for the Honors Program. 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:** High Impact - Inside

**Focus:** General

### **I. Focused Academic Area: Essential Skills Classroom**

Language Arts and Math teachers will identify students with low Acuity 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 on a two week cycle alternating between math and language arts.

**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 for the LD and MI students. Special education teachers and general education teachers will work together to develop curriculum modifications 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: Reaching Low Achieving Students through SIOP/ISTEP Prep Class**

The purpose of the SIOP/ISTEP prep class is to promote academic achievement using the Sheltered Instruction Observation Protocol (SIOP) components for students who are lacking academically in language, vocabulary, background knowledge, and study skills. The class gives the teachers an opportunity to address multiple students - with focus on free/reduced lunch, Hispanic, and limited English students - who are in need of additional support and mastery of core skills as well as the skills addressed in the SIOP model. At the end of each year, teams will use provided guidelines to select students to be placed in prep classes for the following year. There will be two prep classes. One class will include English Learner (EL) students at levels 1 & 2 and students who did not pass ISTEP. This group will be with the EL teacher for language arts and reading and with an SIOP teacher for all other core classes. The second prep class will be EL students at levels 4 & 5 and students who did not pass ISTEP. This group will be with an SIOP teacher for all core classes.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

The school will provide a resource room for those special education students who are having difficulty with classroom assignments or are in need of remediation in core subject areas. Special education teachers will be assigned to the resource room for a minimum of three periods a day for to be of assistance to the students in the core subject areas

**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 to be placed in student's permanent record. 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

### Parent Involvement

% of parents who attend planned programs throughout the year

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
|                   | Target   | Actual | Target  | Actual |
| 5%                | 25   |        | 30  |        |

### Positive Leveling System

% of students at levels 1 and 2

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
|                   | Target   | Actual | Target  | Actual |
| 82                | 85   |        | 90  |        |

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

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
|                   | Target   | Actual | Target  | Actual |
| 95                | 97   |        | 100   |        |

## Required Strategies

### U. Focused Student Group: Inclusion

Percent of teachers who are reported as allowing sufficient modifications for special education students.

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 80%               | 85%  |        | 100%  |        |

The number of teachers who are reported as allowing sufficient modifications for special education students.

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 28                | 30   |        | 35  |        |

**U. Focused Student Group: Reaching Low Achieving Students through SIOP/ISTEP Prep Class**

% of teachers who are observed using the SIOP model of instruction

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 100               | 100  |        | 100   |        |

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

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

| Baseline<br>12-13 | Follow Up<br>13-14<br>1st Semester / 1st Trimester |        | Follow Up<br>13-14<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
| Actual            | Target   | Actual | Target  | Actual |
| 72                | 78   |        | 87  |        |



## 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.

## Encourage Rigorous Curriculum

**Aug 7, 2013:** Administer OLSAT to incoming 6th grade students **Person:** Jeff Kesler  
**Aug 7, 2013:** Encourage students toward Academic Honors Diploma **Person:** All teachers  
**Oct 9, 2013:** Encourage students toward Academic Honors Diploma **Person:** All teachers  
**Dec 11, 2013:** Encourage students toward Academic Honors Diploma **Person:** All teachers  
**Feb 12, 2014:** Encourage students toward Academic Honors Diploma **Person:** All teachers  
**Apr 16, 2014:** Encourage students toward Academic Honors Diploma **Person:** All teachers

## Focused Academic Area

**Feb 26, 2013:** Share data regarding student mastery or non-mastery of focus standard after remediation in Essential Skills class for the first semester to staff. **Person:** Yonda Darlage  
**May 8, 2013:** Share data regarding student mastery of non-mastery of focus standards after remediation in Essential Skills class for the second semester with staff. **Person:** Brad Platt  
**May 18, 2013:** Collect data regarding student mastery or non-mastery of focus standards after remediation in Essential Skills class. **Person:** Jeff Canady  
**Aug 12, 2013:** Gather information from 2012-2013 final acuity tests in Language Arts and Math to select students who showed non-mastery of focus standards for the first two week Essential Skills Cycle. **Person:** Lisa Arnett  
**Aug 13, 2013:** Create activities to aid students in achieving mastery of focus standards. **Person:** Lisa Arnett  
**Aug 16, 2013:** Gather materials for use in remediation of focus standards. **Person:** Lisa Arnett  
**Aug 16, 2013:** Implement remediation activities over a two week period with selected Language Arts and Math students who show non-mastery (Less than 80%) of focus standard for selection for remediation in Essential Skills class. **Person:** Lisa Arnett  
**Aug 19, 2013:** Create and present an informational presentation about the format of the Essential Skills Class for staff. **Person:** Vicki Maughmer  
**Aug 19, 2013:** Create informational presentation about format of Essential Skills class for students. **Person:** Lisa Arnett  
**Aug 20, 2013:** 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  
**Aug 20, 2013:** Present information about format of Essential Skills class to students. **Person:** Lisa Arnett  
**Aug 30, 2013:** Administrator assessment after two week remediation cycle in Essential Skills class to determine mastery or non-mastery of focus standards. **Person:** Lisa Arnett  
**Aug 30, 2013:** Create assessment tool to determine student mastery of focus standards after two week remediation cycle in Essential Skills class. **Person:** Lisa Arnett  
**Sep 9, 2013:** Create informational presentation about format of Essential Skills class for parents. **Person:** Joanie Beck  
**Sep 16, 2013:** Present information about Essential Skills to parents at open house. **Person:** Lisa Arnett

## Focused Student Group

**Apr 1, 2013:** Collect baseline data: % of teachers who are observed using the SIOP model of instruction **Person:** Sharlie Berry  
**May 6, 2013:** EL Teacher will meet with 6th and 7th grade teachers to discuss which students they recommend for the SIOP and ISTEP prep classes. **Person:** Sharlie Berry  
**May 15, 2013:** Collect baseline data: Percent of teachers who are reported as allowing sufficient modifications for special education students. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair  
**May 17, 2013:** Meet with ISTEP prep teachers to establish goals and guidelines for the exiting and entering of students into this class. **Person:** Sharlie Berry  
**May 20, 2013:** Receive LAS Links results. These results will be used as one of the tools to decide which students will be in the SIOP and ISTEP Prep Class. **Person:** Sharlie Berry

**May 21, 2013:** Receive ISTEP results and determine which students will be in the ISTEP prep classes along with the other guidelines for student selection. **Person:** Grisel Elias

**May 22, 2013:** Collect the results of the ISTEP and find the percentage of students who passed/failed this exam. **Person:** Amy Bowers

**May 22, 2013:** EL teacher will meet with Mr. Canady to discuss the scheduling of SIOP and ISTEP prep classes. **Person:** Sharlie Berry

**May 24, 2013:** Collect the EL students' test results for the IRI/DRA testing. With the information, find the percentages/data of students who are reading at, above or below grade level. Also, identify the average reading level of the students. **Person:** Carmen Gregory

**May 26, 2013:** Find the percentage of EL students who are Level 1, Level 2, Level 3, Level 4, and Level 5. Also, find the percentage of students that went up a level, stayed at the same level, or went down a level. **Person:** Sharlie Berry

**Aug 12, 2013:** Teachers will be given informational packets that will include strategies, tips, etc. for teaching sheltered classes. **Person:** Grisel Elias

**Aug 13, 2013:** Expectations for the ISTEP prep classes will be given to the students so they will have a clear understanding of how the classes will run and what is expected. **Person:** Amy Bowers

**Aug 14, 2013:** SIOP and ISTEP Prep Class Organization **Person:** Sharlie Berry

**Aug 15, 2013:** Develop student schedules. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**Aug 15, 2013:** Library Section for Teachers **Person:** Grisel Elias

**Aug 16, 2013:** Distribute IEP's to appropriate personnel at the beginning of the year and after each student's ACR. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**Aug 16, 2013:** Instructional assistants will meet with sheltered teachers to discuss the upcoming year, lesson plans, expectations, etc. **Person:** Grisel Elias

**Aug 18, 2013:** Teachers will receive a refresher packet of different strategies, ideas, tips, expectations, and set goals for the students. Also, parents will share strategies and tips to do at home for helping students to become more successful. **Person:** Carmen Gregory

**Aug 19, 2013:** Special Education Introductions and Collaboration **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**Aug 20, 2013:** General Education Collaboration **Person:** Carmen Gregory/Monty Ream/Carla Alford/Stephanie Crawford

**Aug 21, 2013:** Check in and meet with teachers as needed on individual basis to address concerns regarding students modifications **Person:** Carla Alford

**Aug 21, 2013:** Develop student list for resource periods and reteaching subjects **Person:** Carla Alford/Stephanie Crawford

**Aug 21, 2013:** Receive ISTEP/IMAST results. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**Aug 25, 2013:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**Aug 25, 2013:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**Aug 25, 2013:** SIOP Training **Person:** Sharlie Berry

**Aug 25, 2013:** Team Meetings **Person:** Sharlie Berry

**Aug 27, 2013:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Stephanie Crawford/Carla Alford

**Sep 24, 2013:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Stephanie Crawford/Carla Alford

**Sep 25, 2013:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**Sep 25, 2013:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**Sep 25, 2013:** SIOP Training **Person:** Sharlie Berry

**Sep 25, 2013:** Team Meetings **Person:** Sharlie Berry

**Oct 11, 2013:** Periodic checks of grades for all special education students. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**Oct 14, 2013:** Check in and meet with teachers as needed on individual basis to address concerns regarding students modifications **Person:** Pam Rausch

**Oct 17, 2013:** Develop student list for resource periods and reteaching subjects **Person:** Stephanie Crawford/Carla Alford

**Oct 17, 2013:** Library Section for Teachers **Person:** Grisel Elias

**Oct 25, 2013:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**Oct 25, 2013:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**Oct 25, 2013:** SIOP Training **Person:** Sharlie Berry

**Oct 25, 2013:** Team Meetings **Person:** Sharlie Berry

**Oct 29, 2013:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Stephanie Crawford/Carla Alford

**Nov 14, 2013:** Check in and meet with teachers as needed on individual basis to address concerns regarding students modifications **Person:** Stephanie Crawford

**Nov 15, 2013:** Collect fall data: Percent of teachers who are reported as allowing sufficient modifications for special education students. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**Nov 15, 2013:** Periodic checks of grades for all special education students. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**Nov 25, 2013:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**Nov 25, 2013:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**Nov 25, 2013:** SIOP Training **Person:** Sharlie Berry

**Nov 25, 2013:** Team Meetings **Person:** Sharlie Berry

**Nov 26, 2013:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback  
**Person:** Stephanie Crawford/Carla Alford

**Nov 30, 2013:** Collect fall data: % of teachers who are observed using the SIOP model of instruction **Person:** Sharlie Berry

**Nov 30, 2013:** Collect fall data: The percentage of days that General Education Teachers utilize the Resource Room **Person:** Stephanie Crawford/ Carla Alford/Carmen Gregory

**Dec 17, 2013:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback  
**Person:** Stephanie Crawford/Carla Alford

**Dec 19, 2013:** Library Section for Teachers **Person:** Grisel Elias

**Dec 25, 2013:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**Dec 25, 2013:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**Dec 25, 2013:** SIOP Training **Person:** Sharlie Berry

**Dec 25, 2013:** Team Meetings **Person:** Sharlie Berry

**Jan 6, 2014:** Discuss with General Education Teachers on how to use the resource room **Person:** Stephanie Crawford/Carla Alford

**Jan 13, 2014:** Develop Student List for resource periods and reteaching subjects **Person:** Kathy Farrer/Becky Price/Carla Alford

**Jan 25, 2014:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**Jan 25, 2014:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**Jan 25, 2014:** SIOP Training **Person:** Sharlie Berry

**Jan 25, 2014:** Team Meetings **Person:** Sharlie Berry

**Jan 28, 2014:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback  
**Person:** Carla Alford/Stephanie Crawford

**Feb 7, 2014:** Periodic checks of grades for all special education students. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**Feb 10, 2014:** Check in and meet with teachers as needed on individual basis to address concerns regarding students modifications **Person:** Stephanie Crawford

**Feb 20, 2014:** Library Section for Teachers **Person:** Grisel Elias

**Feb 25, 2014:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback  
**Person:** Stephanie Crawford/Carla Alford

**Feb 25, 2014:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**Feb 25, 2014:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**Feb 25, 2014:** SIOP Training **Person:** Sharlie Berry

**Feb 25, 2014:** Team Meetings **Person:** Sharlie Berry

**Mar 14, 2014:** Develop student list for resource periods and reteaching subjects **Person:** Stephanie Crawford/Carla Alford/Kathy Farrer

**Mar 17, 2014:** Periodic checks of grades for all special education students. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**Mar 18, 2014:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback  
**Person:** Stephanie Crawford

**Mar 19, 2014:** Check in and meet with teachers as needed on individual basis to address concerns regarding students modifications **Person:** Carla Alford

**Mar 25, 2014:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**Mar 25, 2014:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**Mar 25, 2014:** SIOP Training **Person:** Sharlie Berry

**Mar 25, 2014:** Team Meetings **Person:** Sharlie Berry

**Apr 22, 2014:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback  
**Person:** Stephanie Crawford/Carla Alford

**Apr 24, 2014:** Library Section for Teachers **Person:** Grisel Elias

**Apr 25, 2014:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**Apr 25, 2014:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**Apr 25, 2014:** SIOP Training **Person:** Sharlie Berry

**Apr 25, 2014:** Team Meetings **Person:** Sharlie Berry

**Apr 30, 2014:** Collect spring data: The percentage of days that General Education Teachers utilize the Resource Room **Person:** Stephanie Crawford/Carla Alford/Monty Ream

**May 5, 2014:** Periodic checks of grades for all special education students. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**May 7, 2014:** Check in and meet with teachers as needed on individual basis to address concerns regarding students modifications  
**Person:** Jay Adair

**May 12, 2014:** ISTEP prep teacher will meet with Mr. Canady to discuss the scheduling of the ISTEP prep classes. **Person:** Amy Bowers

**May 12, 2014:** ISTEP prep teacher will meet with Mr. Canady to discuss the scheduling of the ISTEP prep classes. **Person:** Amy Bowers

**May 14, 2014:** Collect spring data: Percent of teachers who are reported as allowing sufficient modifications for special education students. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**May 19, 2014:** Monitor student progress to determine if placement is correct within general education/special education classrooms. **Person:** Carla Alford/Pam Rausch/Stephanie Crawford/Jay Adair

**May 20, 2014:** Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Stephanie Crawford/Carla Alford

**May 20, 2014:** Receive LAS Links results. These results will be used as one of the tools to decide which students will be in the ISTEP prep classes. **Person:** Carmen Gregory

**May 20, 2014:** Receive LAS Links results. These results will be used as one of the tools to decide which students will be in the ISTEP prep classes. **Person:** Carmen Gregory

**May 21, 2014:** EL teacher will meet with 6th and 7th grade teachers to discuss which students they recommend for the ISTEP prep classes. **Person:** Sharlie Berry

**May 21, 2014:** EL teacher will meet with 6th and 7th grade teachers to discuss which students they recommend for the ISTEP prep classes. **Person:** Sharlie Berry

**May 21, 2014:** Receive transition forms/ILPs from 5th grade teachers. **Person:** Grisel Elais

**May 21, 2014:** Receive transition forms/ILPs from 5th grade teachers. **Person:** Grisel Elais

**May 22, 2014:** Collect spring data: % of teachers who are observed using the SIOP model of instruction **Person:** Sharlie Berry

**May 22, 2014:** Collect the results of the ISTEP and find the percentage of students who passed/failed this exam. **Person:** Amy Bowers

**May 24, 2014:** Collect the EL students' test results for the IRI/DRA testing. With the information, find the percentages/data of students who are reading at, above or below grade level. Also, identify the average reading level of the students. **Person:** Carmen Gregory

**May 25, 2014:** EL Teacher will meet with teams to discuss success and problems of the ISTEP prep class. **Person:** Sharlie Berry

**May 25, 2014:** Monthly Checks on EL students to make sure they are in the correct classes. **Person:** Sharlie Berry

**May 25, 2014:** SIOP Training **Person:** Sharlie Berry

**May 25, 2014:** Team Meetings **Person:** Sharlie Berry

**May 26, 2014:** Find the percentage of EL students who are Level 1, Level 2, Level 3, Level 4, and Level 5. Also, find the percentage of students that went up a level, stayed at the same level, or went down a level. **Person:** Sharlie Berry

## Graduation Plan

**Aug 19, 2013:** Graduation Plan Strategy Team evaluation meeting. **Person:** Alan Eckelbarger

**Aug 26, 2013:** Post information about Graduation Plans on the LMS website so parents can see the information and inquire about it. **Person:** Alan Eckelbarger

**Sep 23, 2013:** Distribute On-Track magazines to Focus teachers to review with their students throughout October. **Person:** Alan Eckelbarger

**Sep 23, 2013:** Graduation Plan Strategy Team will coordinate with 8th grade Team to plan and coordinate the Reality Store and to schedule guest speakers. **Person:** Alan Eckelbarger

**Sep 30, 2013:** Coordinate with 6th grade team to ensure all 6th grade students complete online graduation plans, interest inventories, and skills assessments provided by Learn More Indiana. **Person:** Alan Eckelbarger

**Sep 30, 2013:** Coordinate with 7th grade team to ensure all 7th grade students complete online graduation plans, interest inventories, and skills assessments provided by Learn More Indiana. **Person:** Alan Eckelbarger

**Sep 30, 2013:** Coordinate with 8th grade team to ensure all 8th grade students complete online graduation plans, interest inventories, and skills assessments provided by Learn More Indiana. **Person:** Alan Eckelbarger

**Oct 1, 2013:** Coordinate with Focus teachers to review the On-Track magazines with all 3 grade levels throughout the month of October until all material is covered. **Person:** Alan Eckelbarger

**Oct 22, 2013:** Distribute newsletter to parents explaining the Graduation Plan and providing information about the Core 40 diploma and other academic and career opportunities. **Person:** Alan Eckelbarger

**Nov 5, 2013:** Graduation Plan Strategy Team evaluation meeting. **Person:** Alan Eckelbarger

**Nov 20, 2013:** Reality Store takes 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, 2013:** Graduation plans for all 3 grade levels will have been completed and turned in to school counselor. **Person:** Alan Eckelbarger

**Nov 30, 2013:** On-Track Career Guides will have been reviewed with students in all 3 grade levels and all students will have completed interest inventories and skills assessments. **Person:** Alan Eckelbarger

**Dec 2, 2013:** 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 LHS. **Person:** Alan Eckelbarger

**Dec 2, 2013:** School counselor will coordinate with Logansport High School counselors to meet with all 8th grade students to discuss their freshmen courses for next year. **Person:** Alan Eckelbarger  
**Jan 7, 2014:** Coordinate with LHS Guidance Director to meet with and assist 8th grade students in choosing courses for 9th grade at LHS and Century Career Center (CCC). **Person:** Alan Eckelbarger  
**Jan 14, 2014:** Coordinate with LHS Guidance Director to meet with and assist 8th grade students who have not yet scheduled courses for 9th grade at LHS and Century Career Center (CCC). **Person:** Alan Eckelbarger  
**Feb 3, 2014:** Graduation Plan Strategy Team evaluation meeting. **Person:** Alan Eckelbarger  
**May 19, 2014:** Graduation Plan Strategy Team evaluation meeting. **Person:** Alan Eckelbarger  
**May 22, 2014:** Coordinate with LHS Guidance Director to ensure all 8th grade students have scheduled courses for 9th grade at LHS and Century Career Center (CCC). **Person:** Alan Eckelbarger  
**May 22, 2014:** Filing process checked to ensure all Graduation Plans are filed in each student's PRC. **Person:** Alan Eckelbarger

## Olweus Bullying Prevention Program

**Aug 13, 2013:** Post an Olweus update and explanation of the program on the LMS website. **Person:** Alan Eckelbarger  
**Aug 20, 2013:** First meeting for Olweus Coordinating Committee. Coordinate and plan Olweus Kick-Off and schedule bully prevention speaker(s) for Red Ribbon Week. **Person:** Alan Eckelbarger  
**Aug 22, 2013:** Student Body Meeting to discuss Olweus. **Person:** Alan Eckelbarger  
**Aug 27, 2013:** Distribute Olweus Brochures to all Focus teachers to distribute to students in Focus class explaining Olweus to parents. **Person:** Alan Eckelbarger  
**Aug 27, 2013:** Staff Kick-Off for Olweus Bully Prevention Program. Review program with staff and distribute new materials. **Person:** Alan Eckelbarger  
**Sep 3, 2013:** Host school-wide annual Olweus Kick-Off pep-rally at school. **Person:** Alan Eckelbarger  
**Sep 9, 2013:** Olweus strategy evaluation meeting for Olweus Coordinating Committee. **Person:** Jeff Canady  
**Sep 10, 2013:** Coordinate Olweus Lesson 1 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Sep 17, 2013:** Coordinate Olweus Lesson 2 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Sep 24, 2013:** Coordinate Olweus Lesson 3 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Oct 1, 2013:** Coordinate Olweus Lesson 4 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Oct 8, 2013:** Coordinate Olweus Lesson 5 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Oct 15, 2013:** Coordinate Olweus Lesson 6 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Oct 29, 2013:** Coordinate Olweus Lesson 7 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Nov 4, 2013:** Olweus strategy evaluation meeting for Olweus Coordinating Committee. **Person:** Alan Eckelbarger  
**Nov 5, 2013:** Coordinate Olweus Lesson 8 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Nov 12, 2013:** Coordinate Olweus Lesson 9 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Nov 26, 2013:** Coordinate Olweus Lesson 10 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Dec 3, 2013:** Coordinate Olweus Lesson 11 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Dec 10, 2013:** Coordinate Olweus Lesson 12 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Dec 17, 2013:** Coordinate Olweus Lesson 13 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Jan 7, 2014:** Coordinate Olweus Lesson 14 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Jan 14, 2014:** Coordinate Olweus Lesson 15 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Jan 21, 2014:** Coordinate Olweus Lesson 16 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Jan 28, 2014:** Coordinate Olweus Lesson 17 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Feb 3, 2014:** Olweus strategy evaluation meeting for Olweus Coordinating Committee. **Person:** Theodore Stevens  
**Feb 4, 2014:** Coordinate Olweus Lesson 18 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger  
**Feb 11, 2014:** Coordinate Olweus Lesson 19 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

**Feb 18, 2014:** Coordinate Olweus Lesson 20 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

**Feb 25, 2014:** Coordinate Olweus Lesson 21 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

**Mar 18, 2014:** Coordinate Olweus Lesson 22 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

**Apr 1, 2014:** Coordinate Olweus Lesson 23 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

**Apr 8, 2014:** Coordinate Olweus Lesson 24 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

**Apr 15, 2014:** Coordinate Olweus Lesson 25 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

**Apr 22, 2014:** Coordinate Olweus Lesson 26 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

**May 12, 2014:** Coordinate Olweus Lesson 27 for weekly class meetings implemented by all Focus teachers. **Person:** Alan Eckelbarger

**May 12, 2014:** Olweus strategy evaluation meeting for Olweus Coordinating Committee. **Person:** Alan Eckelbarger

## Parent Involvement

**Jul 31, 2013:** Back-to-School Night flier at registration **Person:** Bert Chambers

**Sep 3, 2013:** After-School Parent Tutoring Program **Person:** Jason Baer

**Sep 11, 2013:** Back to School Night **Person:** Lisa Arnett

**Sep 11, 2013:** PIE Meeting **Person:** Annette Servies

**Sep 13, 2013:** Evaluate PIE Meeting **Person:** Annette Servies

**Sep 13, 2013:** Monitor parent and staff response to Back to School Night **Person:** Lisa Arnett

**Sep 20, 2013:** Compile list of parent volunteers **Person:** Brad Platt

**Oct 29, 2013:** Scholarship Fundraiser **Person:** FACS teacher

**Nov 30, 2013:** Collect fall data: % of parents who attend planned programs throughout the year **Person:** Annette Servies

**Jan 15, 2014:** PIE Meeting **Person:** Lisa Arnett

**Jan 17, 2014:** Evaluate PIE Meeting **Person:** Lisa Arnett

**Jun 30, 2014:** Collect spring data: % of parents who attend planned programs throughout the year **Person:** Annette Servies

## Positive Leveling System

**Mar 4, 2013:** Review and Revise Meeting **Person:** Annette Servies

**Aug 7, 2013:** Lincoln LEAP: Explain Leveling Process to incoming 6th Graders **Person:** Jeff Canady

**Aug 13, 2013:** Teacher Day: Review Leveling Program **Person:** Jeff Canady

**Oct 11, 2013:** Gifts and Rewards for Level One Drawing **Person:** Tony Kinney

**Nov 4, 2013:** Teacher Meeting: Evaluation of Program **Person:** Jeff Canady

**Nov 30, 2013:** Collect fall data: % of students at levels 1 and 2 **Person:**

**Nov 30, 2013:** Collect fall data: % of teachers who fully implement use of the Positive Labeling System with students **Person:** Jeff Canady

**Dec 20, 2013:** Gifts and Rewards for Level One Drawing **Person:** Annette Servies

**Jan 13, 2014:** Teacher Meeting: Evaluation of Program **Person:** Jeff Canady

**Mar 3, 2014:** Teacher Meeting: Evaluation of Program **Person:** Jeff Canady

**Mar 14, 2014:** Gifts and Rewards for Level One Drawing **Person:** Sharlie Berry

**May 23, 2014:** Gifts and Awards for Level One Drawing **Person:** Kim Dickson

**May 27, 2014:** Teacher Meeting: Evaluation of Program **Person:** Jeff Canady

**Jun 30, 2014:** Collect spring data: % of students at levels 1 and 2 **Person:** Jeff Canady

**Jun 30, 2014:** Collect spring data: % of teachers who fully implement use of the Positive Labeling System with students **Person:** Jeff Canady

## 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 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.

### Olweus Bullying Prevention Program

No professional development is needed for this strategy.

### Parent Involvement

No professional development is needed for this strategy.

### Positive Leveling System

No professional development is needed for this strategy.

### F. Encourage Rigorous Curriculum: Honors Program

No professional development is needed for this strategy.

### I. Focused Academic Area: Essential Skills Classroom

No professional development is needed for this strategy.

### U. Focused Student Group: Inclusion

#### Special Education Introductions and Collaboration

**Brief Description:** Meet with teachers to explain expectations, answer questions, and distribute modification spreadsheet.

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

**Date:** Aug 19, 2013

**Activity Purpose:** Information

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

**Funding:**

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

## **U. Focused Student Group: Reaching Low Achieving Students through SIOPI/ISTEP Prep Class**

### **Library Section for Teachers**

**Brief Description:** Mrs. Elias will update the teacher library with different materials that teachers can use in their classrooms or for professional development.

**Intended Participants:** Teachers

**Dates:** Aug 15, 2013; Oct 17, 2013; Dec 19, 2013; Feb 20, 2014; Apr 24, 2014

**Activity Purpose:** Information

**Activity Format:** Other

**Funding:**

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

### **SIOPI Training**

**Brief Description:** The EL teacher will work with teachers during team meeting to improve their teaching with EL students by using the SIOPI model.

**Intended Participants:** Teachers

**Dates:** Aug 25, 2013; Sep 25, 2013; Oct 25, 2013; Nov 25, 2013; Dec 25, 2013; Jan 25, 2014; Feb 25, 2014; Mar 25, 2014; Apr 25, 2014; May 25, 2014

**Activity Purpose:** Information, Skill Building

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

**Funding:**

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

### **Team Meetings**

**Brief Description:** The EL will meet with teachers monthly to discuss what needs to be done to improve the ISTEP prep classes, what materials are needed, etc.

**Intended Participants:** Teachers

**Dates:** Aug 25, 2013; Sep 25, 2013; Oct 25, 2013; Nov 25, 2013; Dec 25, 2013; Jan 25, 2014; Feb 25, 2014; Mar 25, 2014; Apr 25, 2014; May 25, 2014

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

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

**Funding:**

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



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

**General Education Collaboration**

**Brief Description:** General Education Collaboration

**Intended Participants:** Teachers, Administrators

**Date:** Aug 20, 2013

**Activity Purpose:** Information

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

**Funding:**

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

## **X. Graduation Plan**

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... 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
- 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 -- Percent of students who pass Language Arts on ISTEP
- Special Education -- Percent of students who pass Math on ISTEP

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

- Olweus Bullying Prevention Program
- Parent Involvement
- Positive Leveling System
- U. Focused Student Group: Reaching Low Achieving Students through SIOP/ISTEP Prep 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

##### **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: Reaching Low Achieving Students through SIOP/ISTEP Prep Class

## **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:**

- Parent Involvement
- U. Focused Student Group: Inclusion
- U. Focused Student Group: Reaching Low Achieving Students through SIOP/ISTEP Prep Class
- U. Focused Student Group: Special Education Resource Room

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

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

- All students -- Percent all students tested who pass the writing process portion of ISTEP
- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Hispanic students -- Percent Passing ISTEP Language Arts
- Limited English students -- Percent Passing ISTEP Language Arts

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

- U. Focused Student Group: Reaching Low Achieving Students through SIOP/ISTEP Prep 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
- Eighth grade Algebra 1 students -- Percent passing Algebra 1 ECA

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

- F. Encourage Rigorous Curriculum: Honors Program

### **G. Attendance (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

**Strategies to Impact This Concern:**

- G. Attendance

**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
- Eighth grade Algebra 1 students -- Percent passing Algebra 1 ECA

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Essential Skills Classroom
- U. Focused Student Group: Reaching Low Achieving Students through SIOP/ISTEP Prep Class

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

**Strategies to Impact This Concern:**

- U. Focused Student Group: Inclusion
- U. Focused Student Group: Reaching Low Achieving Students through SIOP/ISTEP Prep Class
- 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
- Eighth grade Algebra 1 students -- Percent 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?   | Principal 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> | We are not requesting a waiver for any PL221 rules or statutes.   |
| 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>Acuity - The approved online testing through the Indiana Department of Education to assess student mastery of state standards. This test is given at the end of each grading period as a diagnostic assessment.</p> <p>Informal Reading Inventory (IRI) - This assessment is administered in the fall and spring to determine student reading levels. Reading teachers use the fall data to target students below and at grade level and implement strategies to improve reading levels.</p> <p>Response to Intervention (RTI) â The KBIT and KTEA tests are used as a screening process of general intellect and achievement potential. The team uses this information to make recommendations on student programming.</p> <p>LAS Links Assessment â This assessment is used by the ENL department to determine student participation in the programming and in developing student ILPâs.</p> <p>Advanced placement - The KBIT and KTEA tests are used as a screening process of general intellect and achievement potential. This information is one piece of the identification of students to be placed in advanced classes.</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><br>Rationale + Organizational Structure<br><b>After First Year:</b><br>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 2014-2015 school year