

School Improvement Plan - PL221 Version - 2009-2012

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Columbia Middle School (0715)

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

Columbia Middle School

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Greg Grostefon - Administrator
- Teri Hawes - Parent/Guardian
- Bob Iles - Teacher
- Stephanie Reef - Teacher
- Rebekka Smith - Teacher
- Jodie Tully - Community Representative (Business)
- Tim Tully - Community Representative (Business)
- Stephanie Voorhees - School Counselor

Strategy Chairs

- Ann Easter
- Bob Iles
- Robert Iles
- Leanne Little
- Joyce Pasel
- Stephanie Reef
- Lukas Schoenhals

Community Council

- Elisa Banuelos - ENL Coordinator
- Suzette Bergstedt - Homemaker
- Joe Dilts - Career Center Admin.
- Bridget Eberhardt
- Alan Eckelbarger - RAN Grant Coordinator
- Mike Fincher - Mayor
- Mike Fiscel - School Board
- Cynthia Frye - Teacher
- Chad Geer - Banker
- Linda Gordon
- Kelly Hawes - Editor
- Terri Hawes - Homemaker
- Lisa Hershberger - Probation
- Judy Hettinger - Dir. Family Support Center
- Candice Hinkle - Homemaker
- Jeremy Hinkle
- Dawn Long - School Social Worker
- James McNeany - Principal
- Kim Meadows
- Cinda Milan - Spec. Ed. Supervisor
- Terry Myers
- Tammy Remley - School Counselor
- Melinda Shafer - Teacher
- Michele Starkey - Dir. of Curriculum
- Patty Terrell

- Jodi Tully - Owns business
- Timothy Tully - Owns business
- Jason Utter
- Julie Utter
- Pam Zehner

Vision Statement

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

We believe all students deserve:

In our vision, all Columbia Middle School students deserve dedicated, caring, professional teachers and staff members who look forward to coming to school each day. Students feel respected, valued and challenged to achieve their personal best. The faculty, the family and the community continue to grow as a collaborative team to help students discover new and relevant ideas while celebrating their individuality. The facility radiates pride; it is safe, orderly, attractive, comfortable and equipped to prepare children to use technology and information responsibly in productive lives.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

In our vision, the faculty members at Columbia Middle School are positive role models who create stimulating, open environments, verbalize high expectations, teach challenging curriculum, use creative methods of instruction, provide extra help and extra time, and ensure that all students can be heard.

The students, staff, parents and community of Columbia Middle School work together to ensure that all children use their minds and develop their talents in a safe, caring environment. Decisions are made collaboratively, are based on what is in the best interest of the students, and reflect the school vision and mission.

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

Our vision is rooted in the deeply-held belief that middle school children can master essential academic skills, meet personal goals, exceed expectations, interact with adult role models, lead healthy lifestyles, practice teamwork and group dynamics, participate in meaningful hands-on activities, enhance their learning through competent use of technology, become creative thinkers and problem solvers, appreciate the diversity of our multicultural society, learn leadership skills, develop a positive self-image, practice a high quality work ethic, become respectful citizens and live productive lives.

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

- % of students who read at grade level: 100%
- % of students who earn a 3.0 ave. or above in content area courses: 100%
- % of students who take and pass Alg. 1: 100%
- % of students who master Ind. Acad. Standards at grade level: 100%
- % of students who achieve a passing score on their 6th, 7th and 8th gr. ISTEP tests: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

8th Gr. Students - % Passing Math Problem Solving Standard

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			64%	75%		80%		46%		49%		100%

All ISTEP tests - % of all ISTEP Lang Arts tests passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	50%	74%	59%	76%		78%		80%		82%		100%

All ISTEP tests - % of all ISTEP Math tests passing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77%	62%	78%	63%	80%		82%		84%		86%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
69%	56%	71%	61.6%	75%		78%		81%		84%		100%

ENL Levels 2&3 - % passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			30%	45%		48%		51%		54%		100%

ENL Levels 2&3 - % passing ISTEP LA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			4%	10%		13%		16%		19%		100%

F/R lunch students - % passing ISTEP Lang. Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	41%	60%	48.6%	65%		68%		71%		74%		100%

F/R lunch students - % passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	54%	75%	53%	80%		82%		84%		86%		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Students lack a significant relationship with an adult at school.

Guidance Relationship Survey: % that disagree that they talk to an adult on a regular basis. Students: 63%, Parents: 52%, Community: 62%, Faculty: 30%

Concern: Parent Involvement

Assessment - % of parents who don't know if teachers use tests to evaluate teaching methods or offer extra help

Concern: Extra Help/Extra Time for Low Achieving Students

Achievement data reflects several students who are on the close to passing ISTEP, they need extra help and extra time

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Anti-Bullying Initiative —

The Olweus Bullying Program is a whole-school program including all students, faculty, staff, and community that has been proven to prevent or reduce bullying throughout a school setting. The goals of Olweus are to reduce existing bullying problems among students, to prevent the development of new bullying problems, and to achieve better peer relations at school. Columbia Middle School's Focus Teachers have introduced the 4 Olweus anti-bullying rules. We will be implementing a kick-off of the Olweus program in August, 2009.

Essential Skills —

CMS will offer an Essential Skills class for lower performing students in grades 6, 7, and 8 who have the ability and are close to passing the ISTEP+ test. The class will be staffed by an elementary licensed teacher and a full time aide. The core standards in reading, language arts, and math will be taught at each grade level. Students enrolled in this class will be removed from one expressive arts class and the options class in order to participate. Project based learning, differentiated instruction, and alternative learning strategies will be used in this class. Students will be selected by a predetermined list of criteria including but not limited to ISTEP scores, reading assessment levels, teacher recommendations, discipline reports, and work ethic. Students will be in this class for the entire school year. At the end of the year, the principal and the teacher will determine if the students will be required to be in this class for the next school year. ISTEP scores and work ethic along with grades will be some of the determining factors used to evaluate each of the students enrolled in this class. This is not a class for special education students, reluctant learners, low level ENL students, or students with discipline or attendance issues.

Parent Involvement - Student-Led Conferences —

Each student at CMS will lead his or her own parent/teacher conference once a year (Fall). FOCUS teachers will act as guides and advocates for the students during their adviser/advisee time. Teachers hand out dates and times during registration and open house. An open house will be held three weeks after school starts to welcome new students and parents to CMS. The open house will allow parents and students to tour the building and get acquainted with teachers and the administration at CMS. They then mail or call reminders to parents as conference time approaches. They assist the student in setting up portfolios of current work, getting current progress reports from teachers, helping them to determine their best learning style and set goals for the school year. If a parent is unable to attend the conference, the child may present at home and return a signed statement to the teacher that the conference was completed. A student may also present to another staff member who acts as a parent for the student. It is important for the child to take ownership of his work and behavior at school, while receiving guidance from parents and teachers.

Required Strategies

F. Encourage Rigorous Curriculum —

As a totally inclusive school, Columbia Middle School has developed classes for all exceptional children including high ability, ENL and special needs students. All needs are addressed within the regular classroom setting. The ENL and special Needs students will continue to be served in an inclusive environment with resource pull-out as needed.

I. Focused Academic Area: Frequent Assessment - Lang. Arts —

Language Arts teachers (grades 6, 7, and 8) will administer a Benchmark Test every 6 weeks to students. This Benchmark Test will provide information on student mastery of Indiana academic standards learned during the grading period. To begin the year, information from the last 6 weeks will be used. The Benchmark Test results will be used to determine standards that students have not mastered proficiently (80% or better). The SSP Program will be utilized to provide remediation to students who have not mastered the standards tested in the Benchmark. SSP is a program that runs all year with one week durations of Language Arts topics. Students will be given an SSP test focused on a standard that was not mastered from the Benchmark Test. Students who pass the SSP test with an 80% or better will receive an enrichment activity to complete during the SSP time that week. Students who scored lower will be provided remediation on the standard, and then be retested at the end of the

week.

I. Focused Academic Area: Frequent Assessment - Math —

Mathematics instructors (grades 6, 7, and 8) will administer a Benchmark Test every 6 weeks to students. This Benchmark Test will provide information on student mastery of Indiana academic standards learned during the grading period. To begin the year, information from the last 6 weeks will be used. The Benchmark Test results will be used to determine standards that students have not mastered proficiently (80% or better). The SSP Program will be utilized to provide remediation to students who have not mastered the standards tested in the Benchmark. SSP is a program that runs all year with one week durations of Mathematics topics. Students will be given an SSP test focused on a standard that was not mastered from the Benchmark Test. Students who pass the SSP test with an 80% or better will receive an enrichment activity to complete during the SSP time that week. Students who scored lower will be provided remediation on the standard, and then be retested at the end of the week.

U. Focused Student Group: ENL Sheltered Classes —

Sheltered classes for 8th grade History, Science, and Language Arts will be taught by licensed teachers in those corresponding subjects. ENL students levels 1-3 will be placed into these sheltered classes with the use of specially designed textbooks and instructional materials. This pilot program will be implemented in the fall of the 2009-2010 school year.

Professional Development

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

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

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

Anti-Bullying Initiative

Professional Development Activity	Funding	Activity Purpose
<i>Review Bullying Prevention Survey Results</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Principal will review survey results with the faculty	Teachers Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Meet with Staff</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Principal will meet with the staff to go over program procedures	Teachers	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Review Classroom Activities</i>	Source: Amount: \$	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Principal and program steering team will go over school - wide activities with the staff	Teachers Administrators	Talk to Presentation/Workshop

Essential Skills

Professional Development Activity	Funding	Activity Purpose
<i>Relevant training or coursework for the Essential Skills class.</i>	Source: Amount: \$	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teacher will receive training as needed to implement the class	Teachers Administrators	Presentation/Workshop Study Group Peer Coaching Networking/Site Visit

Parent Involvement - Student-Led Conferences

Professional Development Activity	Funding	Activity Purpose
<i>Provide program information to the staff.</i>	Source: Amount: \$	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
SLC Strategy team will inform the staff of SLC procedures for the year and provide any materials needed for the conferences	Teachers Administrators	Talk to Presentation/Workshop Peer Coaching

F. Encourage Rigorous Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>High Ability, ENL, and Special Education Program Deelopment</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will be encouraged to make site visits, attend conferences and speakers will be brought in to school. They will then share their knowledge with other staff members.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching Networking/Site Visit

I. Focused Academic Area: Frequent Assessment - Lang. Arts

Professional Development Activity	Funding	Activity Purpose
<i>Assessment Data</i>	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Meeting with LMS teachers to coordinate assessment between schools	Teachers Administrators	Talk to Peer Coaching Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
SSP Training	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Provide SSP training to the staff	Teachers	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
Enrichment Activities	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Meet with different grade levels to share successful enrichment activities	Teachers	Study Group Peer Coaching Collaborative Problem Solving

I. Focused Academic Area: Frequent Assessment - Math

Professional Development Activity	Funding	Activity Purpose
Assessment Data	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Meeting with LMS teachers to coordinate assessment between schools	Teachers Administrators	Talk to Peer Coaching Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
SSP Training	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Provide SSP training to the staff	Teachers	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
Enrichment Activities	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Meet with different grade levels to share successful enrichment activities	Teachers	Study Group Peer Coaching Collaborative Problem Solving

U. Focused Student Group: ENL Sheltered Classes

Professional Development Activity	Funding	Activity Purpose
<i>Monthly Updates</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
8th Gr. teachers will provide monthly updates to 8th gr. team on student progress	Teachers	Talk to

Professional Development Activity	Funding	Activity Purpose
<i>Attend K-12 ESL Conference in Indianapolis</i>	Source: Amount: \$	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers of sheltered classes will attend conference for instruction on how to teach sheltered classes	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>ENL Techniques and strategy sharing</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will share strategies learned at conference with teaching team	Teachers	Talk to Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Meeting with LMS Sheltered Teachers and CMS Sheltered Teachers</i>	Source: Amount: \$	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers from both schools will meet to share ideas and instructional strategies	Teachers	Talk to Peer Coaching Collaborative Problem Solving

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Students lack a significant relationship with an adult at school.

Data Targets Influenced by This Concern:

- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math

Strategies to Impact This Concern:

- Anti-Bullying Initiative
- Parent Involvement - Student-Led Conferences

Concern: Parent Involvement

Data Targets Influenced by This Concern:

- ENL Levels 2&3 -- % passing ISTEP Math
- ENL Levels 2&3 -- % passing ISTEP LA
- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math

Strategies to Impact This Concern:

- Anti-Bullying Initiative
- Parent Involvement - Student-Led Conferences

Concern: Extra Help/Extra Time for Low Achieving Students

Data Targets Influenced by This Concern:

- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math

Strategies to Impact This Concern:

- Essential Skills
- I. Focused Academic Area: Frequent Assessment - Math
- I. Focused Academic Area: Frequent Assessment - Lang. Arts

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing
- ENL Levels 2&3 -- % passing ISTEP Math
- ENL Levels 2&3 -- % passing ISTEP LA
- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 8th Gr. Students -- % Passing Math Problem Solving Standard
- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- I. Focused Academic Area: Frequent Assessment - Math
- I. Focused Academic Area: Frequent Assessment - Lang. Arts

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- ENL Levels 2&3 -- % passing ISTEP Math
- ENL Levels 2&3 -- % passing ISTEP LA

Strategies to Impact This Concern:

- U. Focused Student Group: ENL Sheltered Classes

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	In the main office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP is the only standardized test that we give at Columbia	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Anti-Bullying Initiative

- ✓ **Oct 8, 2008:** Student Survey
Person: Stephanie Voorhees
Activity: Collect Baseline Data

- Jan 13, 2009:** Introducing and Posting Rules
Person: Focus Teachers
Activity: Introduction of Program to Students

- Jan 20, 2009:** Introducing and Posting Rules
Person: Focus Teachers
Activity: Introduction of Program to Students

- Jan 27, 2009:** Introducing and Posting Rules
Person: Focus Teachers
Activity: Introduction of Program to Students

- Feb 3, 2009:** Introducing and Posting Rules
Person: Focus Teachers
Activity: Introduction of Program to Students

- Feb 10, 2009:** Introducing and Posting Rules
Person: Focus Teachers
Activity: Introduction of Program to Students

- Aug , 2009:** Prepare Parent Brochures and Materials
Person: Greg Grostefon
Activity: Parent Brochures and Materials

- Sep , 2009:** Bullying Prevention Kick-Off
Person: Staff
Activity: Kick-Off for Staff and Students

- Sep , 2009:** Review Program Components and Activities
Person: Greg Grostefon and Strategy Team Members
Activity: Meet with Staff

- Sep , 2009:** Parent/Community Kick-Off
Person: InSai Steering Committee and Staff
Activity: Parent and Community Kick-Off

- Sep 1, 2009:** Teachers will report monthly on class participation to Principal
Person: Teachers
Activity: Classroom participation in Olweus program

- Sep 15, 2009:** Bullying Prevention Activities
Person: Focus Teachers
Activity: Classroom Bullying Prevention Activities

- Sep 15, 2009:** Talk to students who are resistant to participating in bullying prevention activities
Person: Justin Herrold
Activity: Meet with Individual Students

Sep 15, 2009: Monitor Focus Teachers willingness to complete Focus activities.
Person: Greg Grostefon
Activity: Meet with Individual Teachers

Oct 1, 2009: Teachers will report monthly on class participation to Principal
Person: Teachers
Activity: Classroom participation in Olweus program

Oct 7, 2009: Student Survey
Person: Stephanie Voorhees
Activity: Collect First Semester/trimester Follow Up Data

Oct 7, 2009: Student Survey
Person: Stephanie Voorhees
Activity: Student Survey

Oct 20, 2009: Monitor Focus Teachers willingness to complete Focus activities.
Person: Greg Grostefon
Activity: Meet with Individual Teachers

Nov , 2009: Parent and Community Meetings
Person: InSai Steering Committee
Activity: Parent and Community Meetings

Nov , 2009: Review and Discuss Anti-Bullying Initiative
Person: Greg Grostefon and Strategy Team
Activity: Review Classroom Activities

Nov 1, 2009: Teachers will report monthly on class participation to Principal
Person: Teachers
Activity: Classroom participation in Olweus program

Nov 17, 2009: Monitor Focus Teachers willingness to complete Focus activities.
Person: Greg Grostefon
Activity: Meet with Individual Teachers

Nov 21, 2009: Review and Discuss Survey Results
Person: Greg Grostefon and Staff
Activity: Review Bullying Prevention Survey Results

Dec 1, 2009: Teachers will report monthly on class participation to Principal
Person: Teachers
Activity: Classroom participation in Olweus program

Dec 15, 2009: Monitor Focus Teachers willingness to complete Focus activities.
Person: Greg Grostefon
Activity: Meet with Individual Teachers

Jan 1, 2010: Teachers will report monthly on class participation to Principal
Person: Teachers
Activity: Classroom participation in Olweus program

Jan 19, 2010: Monitor Focus Teachers willingness to complete Focus activities.
Person: Greg Grostefon
Activity: Meet with Individual Teachers

Feb , 2010: Parent and Community Meetings
Person: InSai Steering Committee
Activity: Parent and Community Meetings

- Feb , 2010:** Review and Discuss Anti-Bullying Initiative
Person: Greg Grostefon and Strategy Team
Activity: Review Classroom Activities
- Feb 1, 2010:** Teachers will report monthly on class participation to Principal
Person: Teachers
Activity: Classroom participation in Olweus program
- Feb 16, 2010:** Monitor Focus Teachers willingness to complete Focus activities.
Person: Greg Grostefon
Activity: Meet with Individual Teachers
- Mar 1, 2010:** Teachers will report monthly on class participation to Principal
Person: Teachers
Activity: Classroom participation in Olweus program
- Mar 16, 2010:** Monitor Focus Teachers willingness to complete Focus activities.
Person: Greg Grostefon
Activity: Meet with Individual Teachers
- Apr 1, 2010:** Teachers will report monthly on class participation to Principal
Person: Teachers
Activity: Classroom participation in Olweus program
- Apr 20, 2010:** Monitor Focus Teachers willingness to complete Focus activities.
Person: Greg Grostefon
Activity: Meet with Individual Teachers
- May , 2010:** Student Survey
Person: Stephanie Voorhees
Activity: Collect Final Semester/trimester Follow Up Data
- May 1, 2010:** Teachers will report monthly on class participation to Principal
Person: Teachers
Activity: Classroom participation in Olweus program
- May 18, 2010:** Monitor Focus Teachers willingness to complete Focus activities.
Person: Greg Grostefon
Activity: Meet with Individual Teachers

Encourage Rigorous Curriculum

- Feb 25, 2009:** Survey teachers % of lesson plans that reflect all levels of abilities- High Ability, ENL, and Special Education
Person: Greg Grostefon
Activity: Collect baseline data
- Mar 20, 2009:** Teaching teams will meet to review criteria for placement of high ability, ENL, and Special Education
Person: Joyce Pasel
Activity: Review placement in High Ability Classes
- Apr 3, 2009:** Meet with CMS Principal to review criteria for placement
Person: Joyce Pasel
Activity: Review placement in High Ability Classes
- Aug 14, 2009:** Review lesson plans and encourage rigorous expectations for High Ability, ENL, and Special Education, classes.
Person: Joyce Pasel
Activity: Lesson Plans
- Aug 15, 2009:** Teachers will be encouraged to attend conferences on High Ability, ENL, or Special Education
Person: Principal
Activity: High Ability, ENL, and Special Education Program Deelopment

- Aug 15, 2009:** Teachers will be encouraged to visit other High Ability, ENL, or Special Education classes in their corporation or out of their corporation
Person: Principal
Activity: High Ability, ENL, and Special Education Program Deevopment
- Aug 20, 2009:** Meet with parents of High Ability students, ENL and Special Education students to define expectations and curriculum development
Person: Joyce Pasel
Activity: Review placement in High Ability Classes
- Aug 22, 2009:** Principal will meet with teams to discuss the needs of the High Ability, ENL, and Special Education classes.
Person: Greg Grostefon
Activity: Team Meetings
- Sep 10, 2009:** Teachers will share ideas from visits and conferences with other staff members during staff meetings
Person: Teachers
Activity: High Ability, ENL, and Special Education Program Deevopment
- Sep 10, 2009:** Teachers will survey High Ability, ENL, and Special Education students about their expectations to help in curriculum development.
Person: Teachers
Activity: High Ability, ENL, and Special Education Program Deevopment
- Oct 16, 2009:** Review lesson plans and encourage rigorous expectations for High Ability, ENL, and Special Education, classes.
Person: Joyce Pasel
Activity: Lesson Plans
- Oct 24, 2009:** Principal will meet with teams to discuss the needs of the High Ability, ENL, and Special Education classes.
Person: Greg Grostefon
Activity: Team Meetings
- Nov 9, 2009:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.
Person: Teachers
Activity: High Ability, ENL, and Special Education Program Deevopment
- Dec 1, 2009:** Survey teachers on % of lesson plans that reflect all levels of abilities- High Ability, ENL, and Special Education.
Person: Greg Grostefon
Activity: Collect first semester/trimester follow up data
- Dec 18, 2009:** Review lesson plans and encourage rigorous expectations for High Ability, ENL, and Special Education, classes.
Person: Joyce Pasel
Activity: Lesson Plans
- Dec 26, 2009:** Principal will meet with teams to discuss the needs of the High Ability, ENL, and Special Education classes.
Person: Greg Grostefon
Activity: Team Meetings
- Jan 11, 2010:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.
Person: Teachers
Activity: High Ability, ENL, and Special Education Program Deevopment
- Feb 19, 2010:** Review lesson plans and encourage rigorous expectations for High Ability, ENL, and Special Education, classes.
Person: Joyce Pasel
Activity: Lesson Plans
- Feb 27, 2010:** Principal will meet with teams to discuss the needs of the High Ability, ENL, and Special Education classes.
Person: Greg Grostefon
Activity: Team Meetings

- Mar 15, 2010:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.
Person: Teachers
Activity: High Ability, ENL, and Special Education Program Deevlopment
- Apr 22, 2010:** Meet with teams to evaluate present criteria for High Ability, ENL, and Special Education classes.
Person: Stephahnie Voorhees andJoyce Pasel
Activity: Lesson Plans
- May 1, 2010:** Survey teachers on % of lesson plans that reflect all levels of abilities- High Ability, ENL, and Special Education.
Person: Greg Grostefon
Activity: Collect final semester/trimester follow up data
- May 1, 2010:** Principal will meet with teams to discuss the needs of the Hlgh Ability, ENL, and Special Education classes.
Person: Greg Grostefon
Activity: Team Meetings
- May 14, 2010:** Meet with parents of High Ability students, ENL and Special Education students to define expectations and curriculum development
Person: Stephanie Voorhees and Joyce Pasel
Activity: Lesson Plans
- May 17, 2010:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.
Person: Teachers
Activity: High Ability, ENL, and Special Education Program Deevlopment

Essential Skills

- Feb 10, 2009:** Go over ISTEP results and select the bubble kids at the 6th and 7th grade levels.
Person: 6th and 7th grade teams
Activity: Select candidates for the 2009-2010 school year
- Feb 27, 2009:** Work with the Lincoln Middle School teacher to develop a uniform structure for this class.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- Mar 11, 2009:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- Apr 11, 2009:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- May 11, 2009:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- May 22, 2009:** Finalize the list based on our criteria for admittance into the class.
Person: Ann Easter/Greg Grostefon
Activity: Select candidates for the 2009-2010 school year
- Jun 11, 2009:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- Jul 11, 2009:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class

Aug , 2009: Teachers will be given a survey about the Ess. Skills classes

Person: Ann Easter

Activity: Collect baseline data

Aug , 2009: The teacher will pursue any relevant training or coursework that may be needed to create a successful learning environment.

Person: Ann Easter

Activity: Relevant training or coursework for the Essential Skills class.

Aug 11, 2009: Periodically email each other to maintain communication.

Person: Ann Easter/Lisa Arnett

Activity: Design curriculum for this class

Aug 15, 2009: Administer survey at beginning of the year.

Person: Ann Easter

Activity: Collect baseline data

Aug 15, 2009: REview % of student work completed from the students' prior school year.

Person: Ann Easter

Activity: Collect baseline data

Aug 15, 2009: Send home a letter explaining the purpose of this class and the expectations of the students who are enrolled.

Person: Ann Easter

Activity: Informational letter

Aug 18, 2009: During the first week of school give a survey about the students' likes/dislikes of school including study skills, school policy and the ISTEP test

Person: Ann Easter

Activity: Administer the class survey

Aug 18, 2009: Collect SSP Data

Person: Ann Easter

Activity: Collect first semester/trimester follow up data

Aug 18, 2009: Teacher will meet with each student in the class to discuss how his/her school year is going

Person: Ann Easter

Activity: Individual conferences with students

Aug 22, 2009: Tally pre-survey results

Person: Ann Easter

Activity: Collect first semester/trimester follow up data

Sep 11, 2009: Periodically email each other to maintain communication.

Person: Ann Easter/Lisa Arnett

Activity: Design curriculum for this class

Sep 15, 2009: Collect SSP Data

Person: Ann Easter

Activity: Collect first semester/trimester follow up data

Sep 25, 2009: Calculate % of student work completed on time during the grading period.

Person: Ann Easter

Activity: Collect first semester/trimester follow up data

Oct 11, 2009: Periodically email each other to maintain communication.

Person: Ann Easter/Lisa Arnett

Activity: Design curriculum for this class

Oct 20, 2009: During the first week of school give a survey about the students' likes/dislikes of school including study skills, school policy and the ISTEP test

Person: Ann Easter

Activity: Administer the class survey

- Oct 20, 2009:** Collect SSP Data
Person: Ann Easter
Activity: Collect first semester/trimester follow up data
- Nov 6, 2009:** Calculate % of student work completed on time during the grading period.
Person: Ann Easter
Activity: Collect first semester/trimester follow up data
- Nov 11, 2009:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- Nov 17, 2009:** Collect SSP Data
Person: Ann Easter
Activity: Collect first semester/trimester follow up data
- Dec , 2009:** Teachers will be given a survey about the Ess. Skills classes
Person: Ann Easter
Activity: Collect first semester/trimester follow up data
- Dec 11, 2009:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- Dec 15, 2009:** Collect SSP Data
Person: Ann Easter
Activity: Collect first semester/trimester follow up data
- Dec 18, 2009:** Calculate % of student work completed on time during the grading period.
Person: Ann Easter
Activity: Collect first semester/trimester follow up data
- Dec 22, 2009:** During the first week of school give a survey about the students' likes/dislikes of school including study skills, school policy and the ISTEP test
Person: Ann Easter
Activity: Administer the class survey
- Jan 11, 2010:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- Jan 29, 2010:** Calculate % of student work completed on time during the grading period.
Person: Ann Easter
Activity: Collect first semester/trimester follow up data
- Feb 11, 2010:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- Feb 23, 2010:** During the first week of school give a survey about the students' likes/dislikes of school including study skills, school policy and the ISTEP test
Person: Ann Easter
Activity: Administer the class survey
- Mar 11, 2010:** Periodically email each other to maintain communication.
Person: Ann Easter/Lisa Arnett
Activity: Design curriculum for this class
- Mar 12, 2010:** Calculate % of student work completed on time during the grading period.
Person: Ann Easter
Activity: Collect first semester/trimester follow up data

Apr 11, 2010: Periodically email each other to maintain communication.

Person: Ann Easter/Lisa Arnett

Activity: Design curriculum for this class

Apr 23, 2010: Calculate % of student work completed on time during the grading period.

Person: Ann Easter

Activity: Collect first semester/trimester follow up data

Apr 27, 2010: During the first week of school give a survey about the students' likes/dislikes of school including study skills, school policy and the ISTEP test

Person: Ann Easter

Activity: Administer the class survey

May , 2010: Teachers will be given a survey about the Ess. Skills classes

Person: Ann Easter

Activity: Collect final semester/trimester follow up data

May 11, 2010: Periodically email each other to maintain communication.

Person: Ann Easter/Lisa Arnett

Activity: Design curriculum for this class

May 21, 2010: administer post survey of the class

Person: Ann Easter

Activity: Collect final semester/trimester follow up data

Focused Academic Area

Aug 14, 2009: During the staff meeting, Administration will assure instructors they will have support in planning and addressing instructor concerns.

Person: Robert Iles

Activity: Instructor Support

Aug 14, 2009: During the staff meeting, Administration will assure Language Arts and Reading instructors they will have support in planning and addressing instructor concerns.

Person: Robert Iles

Activity: Instructor Support

Aug 14, 2009: Provide SSP training for staff

Person: Robert Iles

Activity: SSP Training

Aug 14, 2009: Provide SSP training for staff

Person: Robert Iles

Activity: SSP Training

Aug 18, 2009: Meet with Lincoln Middle School instructors to coordinate assessment between schools.

Person: Columbia Instructors

Activity: Assessment Data

Aug 19, 2009: Meet with Lincoln Middle School instructors to coordinate assessment between schools.

Person: Columbia Instructors

Activity: Assessment Data

Aug 25, 2009: Set up a discussion time for students to voice concerns regarding the SSP program.

Person: Team Leaders

Activity: Question/Answer Period

Aug 25, 2009: Set up a discussion time for students to voice concerns regarding the SSP program.

Person: Team Leaders

Activity: Question/Answer Period

Sep 1, 2009: Reading and Language Arts instructors from both middle schools meet and re-evaluate Benchmark Tests.

Person: Instructors / Curriculum Director

Activity: Assessments

Sep 2, 2009: Mathematics Instructors from both middle schools will meet and re-evaluate Benchmark Tests.

Person: Instructors/Curriculum Director

Activity: Assessment

Sep 25, 2009: Language Art, Reading, and Options instructors determine standards based from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Sep 25, 2009: Mathematics and Options instructors choose standards from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Sep 25, 2009: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Sep 25, 2009: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Nov 6, 2009: Language Art, Reading, and Options instructors determine standards based from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Nov 6, 2009: Mathematics and Options instructors choose standards from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Nov 6, 2009: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Nov 6, 2009: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Dec 18, 2009: Language Art, Reading, and Options instructors determine standards based from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Dec 18, 2009: Mathematics and Options instructors choose standards from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Dec 18, 2009: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Dec 18, 2009: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Jan 11, 2010: Meet across grade levels and share successful enrichment activities and their implementation.

Person: All Grade Level Teams

Activity: Enrichment Activities

Jan 11, 2010: Meet across grade levels and share successful enrichment activities and their implementation.

Person: All Grade Level Teams

Activity: Enrichment Activities

Jan 12, 2010: Meet with Lincoln Middle School instructors to coordinate assessment between schools.

Person: Columbia Instructors

Activity: Assessment Data

Feb 12, 2010: Language Art, Reading, and Options instructors determine standards based from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Feb 12, 2010: Mathematics and Options instructors choose standards from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Feb 12, 2010: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Feb 12, 2010: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Apr 9, 2010: Language Art, Reading, and Options instructors determine standards based from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Apr 9, 2010: Mathematics and Options instructors choose standards from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

Apr 9, 2010: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Apr 9, 2010: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

May 21, 2010: Language Art, Reading, and Options instructors determine standards based from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

May 21, 2010: Mathematics and Options instructors choose standards from the last Benchmark as targets for the SSP program every 6 weeks.

Person: Instructors

Activity: SSP Standards

May 21, 2010: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

May 21, 2010: Mastery of target standards are reported in Classroom Manager every 6 weeks.

Person: Susan Ogsbury

Activity: Standards Report

Focused Student Group

✓ **Oct , 2008:** Distribute copies of the 8th grade sheltered Language Arts, Science and Social Studies textbooks and instructional materials to the 8th grade team for preview

Person: Leanne Little

Activity: Preview Sheltered Materials

✓ **Nov , 2008:** Meet with 8th grade teachers to determine if the sheltered textbooks cover grade level standards

Person: Leanne Little

Activity: Meet with 8th grade team

✓ **Nov , 2008:** Meet with the 8th grade team to determine the instructors for the sheltered classes

Person: Leanne Little

Activity: Meet with 8th grade team

✓ **Mar , 2009:** Call Access and order the sheltered materials for 8th grade Language Arts, Science and Social Studies

Person: Leanne Little

Activity: Gather the appropriate materials for the sheltered classes

Mar 20, 2009: Sheltered teachers will attend the Annual K-12 ESL Conference in Indianapolis

Person: Leanne Little

Activity: Attend K-12 ESL Conference in Indianapolis

Apr , 2009: Make a list of the current 7th grade ENL students levels 1-3

Person: Kate Garretson

Activity: Create a list of eligible ENL students

Apr , 2009: Distribute the Access materials to the sheltered teachers

Person: Leanne Little

Activity: Meet with the 8th grade sheltered teachers

Apr 1, 2009: Teachers will present strategies and techniques learned at the ESL Conference with their grade level team

Person: Faith Jones

Activity: ENL Techniques and strategy sharing

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

Person: Leanne Little

Activity: ENL Newsletter

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

Person: Faith Jones

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

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

Person: Elisa Banuelos

Activity: Parent Meeting: morning meeting/evening meeting

May , 2009: Submit an article to describe the upcoming sheltered classes for the 2009-2010 school year

Person: Julie Miller

Activity: Viking Viewpoint (Columbia Middle School's Newsletter)

May 1, 2009: Discuss and share the list of ENL students levels1-3 for scheduling purposes

Person:

Activity: Meet with the school counselor

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

Aug , 2009: Teachers will be given a survey on sheltered classes
Person: Leanne Little
Activity: Collect baseline data

Aug 17, 2009: Leanne will collect Lang. level from LAS Links scores
Person: Leanne Little
Activity: Collect baseline data

Aug 30, 2009: Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Leanne Little
Activity: Monthly staff updates

Sep 1, 2009: 8th grade sheltered teachers will give monthly updates to the rest of the 8th grade team members
Person: Julie Miller
Activity: Monthly Updates

Sep 27, 2009: Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Leanne Little
Activity: Monthly staff updates

Oct 25, 2009: Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Leanne Little
Activity: Monthly staff updates

Nov 29, 2009: Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Leanne Little
Activity: Monthly staff updates

Dec , 2009: Teachers will be given a survey about sheltered classes
Person: Leanne Little
Activity: Collect first semester/trimester follow up data

Dec 1, 2009: Teachers will assess Lang. Level on short LAS Links form
Person: Leanne Little
Activity: Collect first semester/trimester follow up data

Dec 1, 2009: Sheltered teachers from both middle schools will meet on the December PBA day to share ENL instructional strategies
Person: Leanne Little
Activity: Meeting with LMS Sheltered Teachers and CMS Sheltered Teachers

Dec 27, 2009: Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Leanne Little
Activity: Monthly staff updates

Jan 31, 2010: Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy
Person: Leanne Little
Activity: Monthly staff updates

Feb 28, 2010: Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy

Person: Leanne Little

Activity: Monthly staff updates

Mar 28, 2010: Monthly updates will be given to school staff members at the monthly staff meetings in regards to the planning and implementation of this strategy

Person: Leanne Little

Activity: Monthly staff updates

May , 2010: Teachers will be given a survey about sheltered classes

Person: Leanne Little

Activity: Collect final semester/trimester follow up data

May 22, 2010: Teachers will check final LAS Links test scores for levels

Person: Leanne Little

Activity: Collect final semester/trimester follow up data

Parent Involvement - Student-Led Conferences

Aug 4, 2009: Hand out information to parents about SLC and Open House during registration.

Person: Lukas Schoenhals

Activity: Parent Information

Aug 4, 2009: Get parents registered for SLC coming up in October during registration time.

Person: Lukas Schoenhals

Activity: Registration

Aug 5, 2009: Get parents registered for SLC coming up in October during registration time.

Person: Lukas Schoenhals

Activity: Registration

Aug 18, 2009: FOCUS teachers discuss and illustrate examples of attainable goals.

Person: Focus teachers/students

Activity: Students goals

Aug 18, 2009: FOCUS teachers discuss and illustrate examples of attainable goals.

Person: Focus teachers/students

Activity: Students goals

Aug 26, 2009: Share articles on SLC during team meeting.

Person: Team leaders/teachers

Activity: Provide program information to the staff.

Aug 27, 2009: Start getting Focus students their Open House information to them with times and dates.

Person: All Focus Teachers

Activity: Open House

Aug 27, 2009: Teachers inform parents about SLC by giving their FOCUS students' parents a positive phone call or letter home.

Person: Focus Teachers

Activity: Parent Information

Aug 28, 2009: Teachers/students collect progress reports, IRI scores, ISTEP scores, SSP results, Benchmark results, LAS Links results, and grade target sheets information to put in portfolios.

Person: Focus teachers/students

Activity: Student Portfolios

Sep 8, 2009: Hold the Open House

Person: All staff members

Activity: Open House

Sep 11, 2009: FOCUS teachers and students discuss goals.

Person: Focus teachers/students

Activity: Students goals

Sep 11, 2009: FOCUS teachers and students discuss goals.

Person: Focus teachers/students

Activity: Students goals

Sep 18, 2009: Teachers/students collect progress reports, IRI scores, ISTEP scores, SSP results, Benchmark results, LAS Links results, and grade target sheets information to put in portfolios.

Person: Focus teachers/students

Activity: Student Portfolios

Sep 21, 2009: Administrative Staff will meet with teachers who have previously shown reluctance to do conferences, as well as those who are new to the process.

Person: Administration

Activity: Reduce teacher resistance during conferences.

Sep 23, 2009: Gather additional resources and share best practices with staff. Go over agenda of how SLC will run at a staff meeting.

Person: SLC Committee

Activity: Provide program information to the staff.

Sep 25, 2009: Students start to write goals.

Person: Focus teachers/students

Activity: Students goals

Sep 25, 2009: Students start to write goals.

Person: Focus teachers/students

Activity: Students goals

Oct 8, 2009: Send postcards, Channel 18 reminders, Pharos Tribune reminders, and/or phone call reminders for Fall conferences.

Person: Focus Teachers

Activity: Parent Information

Oct 23, 2009: Teachers/students collect progress reports, IRI scores, ISTEP scores, SSP results, Benchmark results, LAS Links results, and grade target sheets information to put in portfolios.

Person: Focus teachers/students

Activity: Student Portfolios

Oct 28, 2009: Conference times will be available on other days beyond regular scheduled days and babysitting will be provided during scheduled conference days in order to meet the needs of our demographics. There is also bi-lingual assistance for parents who do not speak

Person: All Staff Members

Activity: Parent participation

Oct 29, 2009: Teachers will report the number of conferences held. -- SLC/Focus teachers and then hand them into the SLC chairman (Luksa Schoenhals)/Stephanie Voorhees

Person: Lukas Schoenhals and Stephanie Voorhees

Activity: Collect final semester/trimester follow up data

Oct 29, 2009: Teachers will report the number of conferences held. -- SLC/Focus teachers and then hand them into the SLC chairman (Lukas Schoenhals)/Stephanie Voorhees

Person: Stephanie Voorhees

Activity: Collect first semester/trimester follow up data

Nov 2, 2009: Teachers will report the number of conferences held. -- SLC/Focus teachers and then hand them into the SLC chairman (Lukas Schoenhals)/Stephanie Voorhees

Person: Lukas Schoenhals and Stephanie Voorhees

Activity: Collect baseline data

Continuous Improvement Timeline

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