

School Improvement Plan - 2010-2011

Generated on September 7, 2010 at 8:22 AM

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-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

- Greg Grostefon - Administrator
- Robert Iles - Teacher
- Kelly Minks - Parent/Guardian
- Stephanie Reef - Teacher
- Rebekka Smith - Teacher
- Tim Tully - Community Representative (Business)
- Stephanie Voorhees - School Counselor

Strategy Chairs

- Ann Easter
- Stacy Herrold
- Robert Iles
- Leanne Little
- Julie Miller
- Joyce Pasel
- Stephanie Reef

Community Council

- Elisa Banuelos - Education - ENL
- Suzette Bergstedt - Parent
- Eric Binney - Police/Parent
- Dawn Coburn - Parent

- Joe Dilts - Education
- Bridget Eberhardt - Parent
- Alan Eckelbarger - Community
- Mike Fincher - Community
- Mike Fiscel - Education/School Board
- Cynthia Frye - Community/Education
- Chad Geer - Business
- Linda Gordon - Parent
- Emily Graham - Education
- Lisa Hershberger - Law Enforcement
- Judy Hettinger - Family Support Center
- Candice Hinkle - Parent
- Jeremy Hinkle - Parent
- Dawn Long - Elem. Guidance
- Mike McCord - School Board
- James McNeany - Community
- Kim Meadows - Parent
- Cinda Milan - Education - Spec. Needs
- Kelly Minks - Parent/Steering Team
- Tammy Remley - High School Guidance
- Melinda Shafer - Parent
- Michele Starkey - Education
- Patty Terrell - Parent
- Jodi Tully - Business
- Timothy Tully - Business/Parent
- Pam Zehner - 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:

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

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.

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64%	75%	54%	78%		80%		82%		84%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	59%	76%	53.3%	78%		80%		82%		84%		100%

All ISTEP tests - % of all ISTEP Math tests passing

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	63%	80%	57.6%	82%		84%		86%		88%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71%	61.6%	75%	63.2%	78%		81%		84%		86%		100%

ENL Levels 2&3 - % passing ISTEP LA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	4%	10%	6%	13%		16%		19%		20%		100%

ENL Levels 2&3 - % passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	30%	45%	22%	48%		51%		54%		55%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	48.6%	65%	42.6%	68%		71%		74%		76%		100%

F/R lunch students - % passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	53%	80%	45.6%	82%		84%		86%		88%		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... There is a need for more Parent Involvement

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

We are concerned that... Extra Help/Extra Time is needed 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

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

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. Both Logansport Middle Schools sponsor a program kick-off in October. Columbia Middle School FOCUS teachers will continue to reinforce program ideals as we work to foster a school culture that does not tolerate bullying.

Impact Level: High Impact - Outside

Focus: General

CMS Accelerated Reader Program

The CMS staff will collaborate to improve the reading skills and levels of our students by implementing the Accelerated Reader program on a school-wide basis. An incentive program will be developed to ensure participation.

Impact Level: High Impact - Inside

Focus: Specific

Credit/Credit Recovery Program

Students will receive credit for a passing grade in each core subject for a total of twenty possible credits per year. Students not passing any one class must recover the credit through the completion of all assigned work. Students not accumulating a minimum of eighteen credits by year's end will attend and successfully complete Summer School and possibly face retention. Students who pass core classes will utilize this as scheduled time as a study hall.

Impact Level: High Impact - Outside

Focus: General

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. Remediation of the core standards in math, reading, and language arts will take place at each grade level. Students 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. Our goal is to improve the students' attitude and self-confidence towards learning and create success in the classroom. Students will be selected by a predetermined list of criteria including but not limited to Acuity benchmark test results, Acuity predictive test results, IRI reading assessment levels, teacher recommendations, discipline reports, and parent approval. Students will be in this class for the entire school year. At the end of the year, the principal and the Essential Skills teacher will determine if the students will be required to be in this class for the next school year. This is not a class for special education students, reluctant learners, low level ENL students, or students with discipline or attendance issues.

Impact Level: High Impact - Inside
Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum

Columbia Middle School has developed a rigorous curriculum based upon the Indiana State Standards. All exceptionalities, including high ability, special needs, and ENL are served in a fully-teamed, inclusive environment. High ability classes are offered in the core subjects of math, language arts, social studies, reading, and science. Our eighth grade high-ability students take Algebra I. We offer sheltered ENL classes for students in levels 1-3 while level 4s are served by our Essential Skills class which offers ISTEP+ remediation to select students at risk of not passing the high-stakes test. Special needs students are served in an inclusive environment supported by resource teachers. Pull-out is used as needed to reinforce concepts.

Impact Level: High Impact - Inside
Focus: Specific

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

Language Arts instructors (grades 6, 7, and 8) will use results from the three administrations of the Acuity Predictive Test as well as teacher-created benchmark tests to provide information on student mastery, partial mastery, or non-mastery of Indiana Academic Standards. These results will be used by the teaching team to determine mastery of standards. The SSP (Student Success Process) will be utilized to provide remediation to those students not demonstrating mastery at 80%. SSP will be delivered by the classroom teacher. This process consists of alternating two-week language arts and mathematics lessons. Students take a test on the standard that was determined "not mastered" by the predictive test and/or benchmark test. Students passing this "A" test with an 80% or better will pursue independent academic activities while those scoring lower will receive remediation. At the end of the cycle, they will have the opportunity to demonstrate mastery by taking a second test. Student progress will be reflected in student's final grade.

Impact Level: High Impact - Inside
Focus: Specific

I. Focused Academic Area: Frequent Assessment - Math

Mathematics instructors (grades 6, 7, and 8) will use results from the three administrations of the Acuity Predictive Test as well as teacher-created benchmark tests to provide information on student mastery, partial mastery, or non-mastery of Indiana Academic Standards. These results will be used by the teaching team to determine mastery of standards. The SSP (Student Success Process) will be utilized to provide remediation to those students not demonstrating mastery at 80%. SSP will be delivered by the classroom teacher. This process consists of alternating two-week language arts and mathematics lessons. Students take a test on the standard that was determined "not mastered" by the predictive test and/or benchmark test. Students passing this "A" test with an 80% or better will pursue independent academic activities while those scoring lower will receive remediation. At the end of the cycle, they will have the opportunity to demonstrate mastery by taking a second "B" test. Student progress will be reflected in the student's final grade.

Impact Level: High Impact - Inside
Focus: Specific

U. Focused Student Group: ELD Classes (English Language Development)

All ESL students, Levels 1-3, in grades 6th, 7th and 8th will be scheduled a double block of English Language Development time. The ELD classes will be taught by a licensed instructor with the use of specially designed text and instructional materials. The emphasis in the ELD classes will be placed on developing academic English, vocabulary and language structures. The classes will allow ESL students many opportunities to practice reading, writing, speaking and listening in English. This program will be implemented in the fall of the 2010-2011 school year.

Impact Level: High Impact - Inside
Focus: Specific

Strategy Data

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

Local Strategies

Anti-Bullying Initiative

% of students reporting being bullied through annual survey provided by Olweus Program

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
40%	20%		20%	

% of teachers reporting monthly on class response to program

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

Essential Skills

% of students who successfully complete all classwork during the six weeks on time

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
76	100		100	

% of teachers who believe all students can achieve from Survey of teachers

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
92	100			

Required Strategies

F. Encourage Rigorous Curriculum

% of lesson plans that include activities for all levels of abilities in the classroom

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80	100		100	

U. Focused Student Group: ELD Classes (English Language Development)

% of students whose language levels show an increase

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

% of teachers who believe ESL students can achieve as determined through Survey of staff

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
50	100		100	

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.

Anti-Bullying Initiative

Aug , 2010: Parent Brochures and Materials **Person:** Greg Grostefon
Aug 13, 2010: Discuss Olweus implementation/answer questions during staff meeting **Person:** Strategy Team
Aug 20, 2010: Present Olweus program information to new teachers and staff **Person:** Strategy Team
Aug 24, 2010: Provide staff with list of Olweus topics and implementation dates **Person:** Strategy Team
Aug 30, 2010: Introducing and Posting Rules **Person:** Focus Teachers
Aug 30, 2010: Talk to students who are resistant to participating in bullying prevention activities **Person:** Justin Herrold
Sep , 2010: Bullying Prevention Kick-Off **Person:** Staff
Sep , 2010: Display Olweus rules on Local School Information TV Channel 18 **Person:** Strategy Team Member
Sep , 2010: Parent and Community Kick-Off **Person:** InSai Steering Committee and Staff
Sep , 2010: Post Olweus rules on Viking Viewpoint (monthly parent info) **Person:** Kelly Smith
Sep 8, 2010: Discussing Rules/Completing Activities **Person:** Focus Teachers
Sep 14, 2010: Discussing Rules/Completing Activities **Person:** Focus Teachers
Sep 21, 2010: Discussing Rules/Completing Activities **Person:** Focus Teachers
Sep 28, 2010: Discussing Rules/Completing Activities **Person:** Focus Teachers
Oct 5, 2010: Discussing Bullying Circle **Person:** Focus Teachers
Oct 6, 2010: Student Survey **Person:** Stephanie Voorhees
Oct 19, 2010: Bullying Prevention Activity **Person:** Focus Teachers
Oct 22, 2010: Give Character Count Coins for non-bullying students **Person:** Focus Teachers
Nov , 2010: Parent and Community Meetings **Person:** InSai Steering Committee
Nov 2, 2010: Bullying Prevention Activity **Person:** Focus Teachers
Nov 16, 2010: Bullying Prevention Activity **Person:** Focus Teachers
Nov 22, 2010: Review and Discuss Survey Results **Person:** Greg Grostefon
Nov 30, 2010: Collect fall data: % of students reporting being bullied through annual survey provided by Olweus Program **Person:** Strategy Team
Nov 30, 2010: Collect fall data: % of teachers reporting monthly on class response to program **Person:** Strategy Team
Dec 7, 2010: Bullying Prevention Activity **Person:** Focus Teachers
Jan 7, 2011: Give Character Count Coins for non-bullying students **Person:** Focus Teachers
Jan 10, 2011: Review Olweus activities for 2nd semester **Person:** Strategy Team
Jan 18, 2011: Bullying Prevention Activity **Person:** Focus Teachers
Feb , 2011: Parent and Community Meetings **Person:** InSai Steering Committee
Feb 1, 2011: Bullying Prevention Activity **Person:** Focus Teachers
Feb 15, 2011: Bullying Prevention Activity **Person:** Focus Teachers
Mar 15, 2011: Bullying Prevention Activity **Person:** Focus Teachers
Mar 18, 2011: Give Character Count Coins for non-bullying students **Person:** Focus Teachers
Apr 5, 2011: Bullying Prevention Activity **Person:** Focus Teachers
Apr 19, 2011: Bullying Prevention Activity **Person:** Focus Teachers
May 17, 2011: Bullying Prevention Activity **Person:** Focus Teachers
May 18, 2011: Give Character Count Coins for non-bullying students **Person:** Focus Teachers
Jun 30, 2011: Collect spring data: % of students reporting being bullied through annual survey provided by Olweus Program **Person:** Strategy Team
Jun 30, 2011: Collect spring data: % of teachers reporting monthly on class response to program **Person:** Strategy Team

CMS Accelerated Reader Program

Aug 13, 2010: CMS Reading Team will review current point value initiative for each grade level. **Person:** CMS Reading Team
Aug 13, 2010: Collaborate on a curriculum incentive program that will drive program. **Person:** CMS Reading Team
Aug 13, 2010: Create a required grading period point value for each grade level. **Person:** CMS Reading Team
Aug 13, 2010: Create in house library book catalog; this catalog will drive student understanding of library book reading level and Accelerated Reader quiz point value. **Person:** CMS Reading Team
Aug 13, 2010: In depth overview of Accelerated Reader features. **Person:** CMS Reading Team
Aug 13, 2010: Incorporate a school-wide Accelerated Reader based student reading log to keep track of pages read by students. **Person:** CMS Reading Team
Aug 13, 2010: Provide a school-wide Accelerated Reader based student reading log to keep track of pages read by students. **Person:** CMS Reading Team
Oct 15, 2010: Grading period summary/data reports. **Person:** Reading Teachers
Oct 20, 2010: Hold CMS Reading Team Meeting. **Person:** CMS Reading Team
Dec 17, 2010: Grading period summary/data reports. **Person:** Reading Teachers
Jan 12, 2011: Hold CMS Reading Team Meeting. **Person:** CMS Reading Team
Mar 11, 2011: Grading period summary/data reports. **Person:** Reading Teachers
Mar 16, 2011: Hold CMS Reading Team Meeting. **Person:** CMS Reading Team
May 26, 2011: Grading period summary/data reports. **Person:** Reading Teachers

Credit/Credit Recovery Program

Mar 8, 2010: Instructors and administrators evaluated the credit recovery process. **Person:** Justin Herrold
Mar 30, 2010: Instructors determined the procedure for the credit recovery process. **Person:** Julien Miller
Aug 13, 2010: At the first staff meeting, instructors and staff will receive information on how to infiltrate this new strategy and the evaluation process. **Person:** Julien Miller
Aug 13, 2010: Instructors and staff will be given extensive information and support to launch this strategy. **Person:** Julien Miller
Sep 14, 2010: Options teachers and instructors will implement opportunities for students to recover credits from core classes by demonstrating a mastery of specific standards missed previously. **Person:** Instructors
Oct 22, 2010: Instructors will evaluate the productivity of each students' credits for the first nine weeks. **Person:** Instructors
Jan 4, 2011: On records day, instructors will gauge mid-way through the credit recovery process and continue their understanding of how to implement and evaluate it successfully. **Person:** Instructors
Jan 7, 2011: Instructors will evaluate the productivity of each students' credits for the second nine weeks. **Person:** Instructors
Mar 18, 2011: Instructors will evaluate the productivity of each students' credits for the third nine weeks. **Person:** Instructors
Apr 30, 2011: Instructors will determine which students need to attend summer school based on their credits. **Person:** Instructors
May 27, 2011: As a result of this strategy implemented successfully, there should be less students with poor or failing grades, less expulsions, fewer suspensions, and lower overall office referrals. **Person:** Instructors and administrators
May 27, 2011: Instructors will evaluate the overall productivity of each students' credits for the final nine weeks. **Person:** Instructors

Encourage Rigorous Curriculum

Mar 31, 2010: Teaching teams will meet to review criteria for placement of High Ability, ENL, and Special Education. **Person:** Joyce Pasel
Apr 8, 2010: Meet with CMS Principal to review criteria for placement. **Person:** Joyce Pasel
Aug 14, 2010: Review lesson plans and encourage rigorous expectations for High Ability, ENL and Special Education classes. **Person:** Joyce Pasel
Aug 15, 2010: Teachers will be encouraged to attend conferences on High Ability, ENL and Special Education. **Person:** Greg Grostefon
Aug 15, 2010: Teachers will be encouraged to visit other High Ability, ENL or Special Education classes in their corporation or out of their corporation. **Person:** Greg Grostefon
Aug 22, 2010: Principal will meet with teams to discuss the needs of the High Ability and Special Education classes. **Person:** Greg Grostefon
Aug 28, 2010: Meet with parents of High Ability students, ENL and Special Education students to define expectations and curriculum development. **Person:** Joyce Pasel
Sep 10, 2010: Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Teachers
Sep 10, 2010: Teachers will survey High Ability, ENL and Special Education students about their expectations to help in curriculum development. **Person:** Teachers
Oct 16, 2010: Review lesson plans and encourage rigorous expectations for High Ability, ENL, and Special Education classes. **Person:** Joyce Pasel

Oct 24, 2010: Principal will meet with teams to discuss the needs of the High Ability and Special Education classes. **Person:** Greg Grostefon

Nov 9, 2010: Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Teachers

Nov 30, 2010: Collect fall data: % of lesson plans that include activities for all levels of abilities in the classroom **Person:** Greg Grostefon

Dec 18, 2010: Review lesson plans and encourage rigorous expectations for High Ability, ENL and Special Education classes. **Person:** Joyce Pasel

Dec 20, 2010: Principal will meet with teams to discuss the needs of the High Ability and Special Education classes. **Person:** Greg Grostefon

Jan 11, 2011: Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Teachers

Feb 19, 2011: Review lesson plans and encourage rigorous expectations for High Ability, ENL and Special Education classes. **Person:** Joyce Pasel

Feb 27, 2011: Principal will meet with teams to discuss the needs of the High Ability and Special Education classes. **Person:** Greg Grostefon

Mar 15, 2011: Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Teachers

Apr 22, 2011: Meet with teams to evaluate present criteria for High Ability, ENL and special Education classes. **Person:** Stephanie Voorhees and Joyce Pasel

May 1, 2011: Principal will meet with teams to discuss the needs of the High Ability and Special Education classes. **Person:** Greg Grostefon

May 14, 2011: Meet with parents of High Ability students, ENL and Special Education students to define expectations and curriculum development. **Person:** Stephanie Voorhees and Joyce Pasel

May 17, 2011: Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Teachers

Jun 30, 2011: Collect spring data: % of lesson plans that include activities for all levels of abilities in the classroom **Person:** Greg Grostefon

Essential Skills

Apr 15, 2010: Select candidates for the 2010-2011 school year **Person:** Ann Easter & 6th & 7th grade Academic Teams

May 27, 2010: Finalize the list based on our criteria for admittance into the class. **Person:** Ann Easter & Greg Grostefon

Aug , 2010: Relevant training or coursework for the Essential Skills class **Person:** Ann Easter

Aug 12, 2010: Teachers will be surveyed about the Essential Skills classes. **Person:** Ann Easter

Aug 15, 2010: Work with the Lincoln Middle School teacher to develop a uniform structure for this class. **Person:** Ann Easter/Lisa Arnett

Aug 18, 2010: Informational letter **Person:** Ann Easter & Greg Grostefon

Aug 18, 2010: Survey the students enrolled in this class **Person:** Ann Easter

Oct 17, 2010: Work with the Lincoln Middle School teacher to develop a uniform structure for this class. **Person:** Ann Easter/Lisa Arnett

Nov 30, 2010: Collect fall data: % of students who successfully complete all classwork during the six weeks on time **Person:** Ann Easter

Nov 30, 2010: Collect fall data: % of teachers who believe all students can achieve from Survey of teachers **Person:** Ann Easter

Dec 19, 2010: Work with the Lincoln Middle School teacher to develop a uniform structure for this class. **Person:** Ann Easter/Lisa Arnett

Dec 20, 2010: Collect semester data **Person:** Ann Easter

Feb 20, 2011: Work with the Lincoln Middle School teacher to develop a uniform structure for this class. **Person:** Ann Easter/Lisa Arnett

Apr 24, 2011: Work with the Lincoln Middle School teacher to develop a uniform structure for this class. **Person:** Ann Easter/Lisa Arnett

May 30, 2011: Collect semester data **Person:** Ann Easter

Jun 30, 2011: Collect spring data: % of students who successfully complete all classwork during the six weeks on time **Person:** Ann Easter

Jun 30, 2011: Collect spring data: % of teachers who believe all students can achieve from Survey of teachers **Person:** Ann Easter

Focused Academic Area

Aug 13, 2010: During the staff meeting, Administration will assure instructors they will have support in planning and address instructor concerns. **Person:** Robert Iles

Aug 13, 2010: During the staff meeting, Administration will assure instructors they will have support in planning and address instructor concerns. **Person:** Robert Iles

Aug 13, 2010: Provide SSP training for staff **Person:** Robert Iles

Aug 13, 2010: Provide SSP training for staff **Person:** Robert Iles

Oct 4, 2010: Language Arts and Options instructors give the Acuity Predictive Test. **Person:** Instructors

Oct 4, 2010: Mathematics and Options instructors give the Acuity Predictive Test. **Person:** Instructors

Oct 8, 2010: Language Arts instructors choose standards from the Acuity Predictive Test as targets for the SSP program. **Person:** Language Arts Instructors

Oct 8, 2010: Mathematics instructors choose standards from the Acuity Predictive Test as targets for the SSP program. **Person:** Mathematics Instructors

Oct 22, 2010: Mastery of target standards are reported in Data Tracker every nine weeks. **Person:** Susan Ogsbury

Oct 22, 2010: Mastery of target standards are reported in Data Tracker every nine weeks. **Person:** Susan Ogsbury

Dec 6, 2010: Language Arts and Options instructors give the Acuity Predictive Test. **Person:** Instructors

Dec 6, 2010: Mathematics and Options instructors give the Acuity Predictive Test. **Person:** Instructors

Dec 10, 2010: Language Arts instructors choose standards from the Acuity Predictive Test as targets for the SSP program. **Person:** Language Arts Instructors

Dec 10, 2010: Mathematics instructors choose standards from the Acuity Predictive Test as targets for the SSP program. **Person:** Mathematics Instructors

Jan 7, 2011: Mastery of target standards are reported in Data Tracker every nine weeks. **Person:** Susan Ogsbury

Jan 7, 2011: Mastery of target standards are reported in Data Tracker every nine weeks. **Person:** Susan Ogsbury

Jan 17, 2011: Meet with 6th, 7th, and 8th grade instructors to discuss SSP progress and updates. **Person:** Robert Iles

Jan 17, 2011: Meet with 6th, 7th, and 8th grade instructors to discuss SSP progress and updates. **Person:** Robert Iles

Feb 14, 2011: Language Arts and Options instructors give the Acuity Predictive Test. **Person:** Instructors

Feb 14, 2011: Mathematics and Options instructors give the Acuity Predictive Test. **Person:** Instructors

Feb 18, 2011: Language Arts instructors choose standards from the Acuity Predictive Test as targets for the SSP program. **Person:** Language Arts Instructors

Feb 18, 2011: Mathematics instructors choose standards from the Acuity Predictive Test as targets for the SSP program. **Person:** Mathematics Instructors

Mar 18, 2011: Mastery of target standards are reported in Data Tracker every nine weeks. **Person:** Susan Ogsbury

Mar 18, 2011: Mastery of target standards are reported in Data Tracker every nine weeks. **Person:** Susan Ogsbury

May 27, 2011: Mastery of target standards are reported in Data Tracker every nine weeks. **Person:** Susan Ogsbury

May 27, 2011: Mastery of target standards are reported in Data Tracker every nine weeks. **Person:** Susan Ogsbury

Focused Student Group

Feb , 2010: Community Council Meeting presentation **Person:** Leanne Little

Apr , 2010: School Board Meeting presentation **Person:** Leanne Little

May 1, 2010: Set up Rosetta Stone - V3 **Person:** Kyle Dibble

May 31, 2010: Identify students, levels 1-3, to be enrolled in the ELD classes **Person:** Stephanie Voorhees and Leanne Little

Jun 1, 2010: ELD Classes - Course Creation **Person:** Leanne Little

Jul 1, 2010: Enroll students in Rosetta Stone - V3 **Person:** Leanne Little

Aug , 2010: Monthly updates to grade level teams **Person:** Leanne Little

Aug 29, 2010: Monthly updates to grade level teams **Person:** Leanne Little

Sep 26, 2010: Monthly updates to grade level teams **Person:** Leanne Little

Oct , 2010: Site Visit to LHS **Person:** Leanne Little

Oct 31, 2010: Monthly updates to grade level teams **Person:** Leanne Little

Nov 28, 2010: Monthly updates to grade level teams **Person:** Leanne Little

Nov 30, 2010: Collect fall data: % of students whose language levels show an increase **Person:** Leanne Little

Nov 30, 2010: Collect fall data: % of teachers who believe ESL students can achieve as determined through Survey of staff **Person:** Leanne Little

Dec 26, 2010: Monthly updates to grade level teams **Person:** Leanne Little

Jan 30, 2011: Monthly updates to grade level teams **Person:** Leanne Little

Feb 27, 2011: Monthly updates to grade level teams **Person:** Leanne Little

Mar , 2011: Annual ESL Workshop **Person:** Leanne Little

Mar 27, 2011: Monthly updates to grade level teams **Person:** Leanne Little

Jun 30, 2011: Collect spring data: % of students whose language levels show an increase **Person:** Leanne Little

Jun 30, 2011: Collect spring data: % of teachers who believe ESL students can achieve as determined through Survey of staff **Person:** Leanne Little

Professional Development Summary

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

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

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

Anti-Bullying Initiative

Present Olweus program information to new teachers and staff

Brief Description: New teachers and staff will be instructed in the Olweus Bullying Prevention components.

Intended Participants: Teachers, Other

Date: Aug 20, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

CMS Accelerated Reader Program

Hold CMS Reading Team Meeting.

Brief Description: Refined our program goals and initiative to promote school-wide use of Accelerated Reader program.

Intended Participants: Teachers

Date: Oct 20, 2010

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

Activity Format: Talk to, Collaborative Problem Solving, Action Research

Funding:

Does this activity occur during the school day? No

Hold CMS Reading Team Meeting.

Brief Description: Refined our program goals and initiative to promote school-wide use of Accelerated Reader program.

Intended Participants: Teachers

Date: Jan 12, 2011

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

Activity Format: Talk to, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Hold CMS Reading Team Meeting.

Brief Description: Refined our program goals and initiative to promote school-wide use of Accelerated Reader program.

Intended Participants: Teachers

Date: Mar 16, 2011

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

Activity Format: Talk to, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

In depth overview of Accelerated Reader features.

Brief Description: Met as a collective CMS Reading Team to collaborate on how to incorporate Accelerated Reader into our school-wide curriculum.

Intended Participants: Teachers

Date: Aug 13, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Credit/Credit Recovery Program

At the first staff meeting, instructors and staff will receive information on how to infiltrate this

Brief Description: At the first staff meeting, instructors and staff will receive information on how to infiltrate this new strategy and the evaluation process.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 13, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

On records day, instructors will gauge mid-way through the credit recovery process and continue thei

Brief Description: On records day, instructors will gauge mid-way through the credit recovery process and continue their understanding of how to implement and evaluate it successfully.

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 4, 2011

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

Activity Format: Other

Funding:

Does this activity occur during the school day? Yes

Essential Skills

Relevant training or coursework for the Essential Skills class

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

Intended Participants: Teachers

Date: Aug 0, 2010

Activity Purpose: Information, Skill Building

Activity Format: Other

Funding: Professional development funds

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum

Teachers will be encouraged to attend conferences on High Ability, ENL and Special Education.

Brief Description: Wabash Valley offers numerous conferences during the school year intended to broaden teachers' skills. These are free venues. In addition, many teachers are willing to pay for conferences pertinent to their classroom needs should funding become an issue. Also, not to be overlooked, within the school corporation there are many teachers willing to share their ideas, information and formal learning.

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

Date: Aug 15, 2010

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

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading, Collaborative Problem Solving, Action Research, Site Visit

Funding: The school corporation where monies are available, free conferences offered by Wabash Valley and individual teachers who are interested in self-development.

Does this activity occur during the school day? Yes

Teachers will be encouraged to visit other High Ability, ENL or Special Education classes in their c

Brief Description: Teachers will be encouraged to visit other High Ability, ENL or Special Education classes in their corporation or out of their corporation.

Intended Participants: Teachers, Counselors, Administrators, Parents

Date: Aug 15, 2010

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

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading, Collaborative Problem Solving, Action Research, Site Visit

Funding:

Does this activity occur during the school day? No

Teachers will share ideas from visits and conferences with other staff members during staff meeting

Brief Description: It is possible, during the school day, to circulate information gathered, researched and evaluated through hard copies, email and use of preparation time. Teachers will consistently share ideas during daily team meetings

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

Date: Sep 10, 2010

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

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading, Reflective Writing, Collaborative Problem Solving, Action Research, Site Visit, Other

Funding: none necessary

Does this activity occur during the school day? Yes

Teachers will share ideas from visits and conferences with other staff members during staff meetings

Brief Description: The corporation contains vast resources within the veteran teachers and those teachers who may participate in seminars and conferences available for the purpose of enhancing learning in the classroom.

Intended Participants: Teachers, Counselors, Administrators, Parents

Dates: Nov 9, 2010; Jan 11, 2011; Mar 15, 2011; May 17, 2011

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

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading, Reflective Writing, Collaborative Problem Solving, Action Research, Site Visit

Funding: Grants

Does this activity occur during the school day? Yes

Teachers will survey High Ability, ENL and Special Education students about their expectations to he

Brief Description: By surveying those students closest to the lesson plans created for them, they can readily assess the effectiveness of the learning taking place. They can most accurately ascertain whether growth, modifications or changes need to be made in order to educationally grow.

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

Date: Sep 10, 2010

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

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading, Reflective Writing, Collaborative Problem Solving, Action Research, Site Visit

Funding: none necessary.

Does this activity occur during the school day? Yes

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

Meet with 6th, 7th, and 8th grade instructors to discuss SSP progress and updates.

Brief Description: Check SSP progress. Address concerns or issues. Discuss changes that can benefit the process.

Intended Participants: Teachers, Administrators

Date: Jan 17, 2011

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Provide SSP training for staff

Brief Description: Introduce new teachers to SSP program and Acuity Testing. Explain process and help initialize startup.

Intended Participants: Teachers

Date: Aug 13, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Frequent Assessment - Math

Meet with 6th, 7th, and 8th grade instructors to discuss SSP progress and updates.

Brief Description: Check SSP progress. Address concerns or issues. Discuss changes that can benefit the process.

Intended Participants: Teachers, Administrators

Date: Jan 17, 2011

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Provide SSP training for staff

Brief Description: Introduce new teachers to SSP program and Acuity Testing. Explain process and help initialize startup.

Intended Participants: Teachers, Administrators

Date: Aug 13, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: ELD Classes (English Language Development)

Annual ESL Workshop

Brief Description: This workshop offers a wide variety of sessions specific to the needs of our ELL learners.

Intended Participants: Teachers, Administrators, Community Members

Date: Mar 0, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Site Visit

Funding:

Does this activity occur during the school day? Yes

Site Visit to LHS

Brief Description: Logansport High School has implemented ELD time for ENL students levels 1-3.

Intended Participants: Teachers

Date: Oct 0, 2010

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

Activity Format: Talk to, Peer Coaching, Site Visit

Funding: No funding needed

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... There is a need for more Parent Involvement

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Anti-Bullying Initiative

We are concerned that... Extra Help/Extra Time is needed 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:

- CMS Accelerated Reader Program
- Credit/Credit Recovery Program
- Essential Skills
- I. Focused Academic Area: Frequent Assessment - Lang. Arts
- I. Focused Academic Area: Frequent Assessment - Math
- U. Focused Student Group: ELD Classes (English Language Development)

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 LA
- ENL Levels 2&3 -- % passing ISTEP Math
- 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 - Lang. Arts
- I. Focused Academic Area: Frequent Assessment - Math

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: ELD Classes (English Language Development)

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?	In Main Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>LA and Math Benchmarks - teacher-created standard-based assessments given at the end of each grading period.</p> <p>SSP Quizzes - assessment tools given after remediation to gauge mastery</p> <p>Acuity Predictive Tests - State standards-based tests to predict ISTEP success.</p>

Continuous Improvement Timeline

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

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