

# **School Improvement Plan - 2011-2012**

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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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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 9
- Strategies . . . . . 10
- Strategy Data . . . . . 13
- To-Do List . . . . . 16
- Professional Development Summary . . . . . 26
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 33
- Force Field Excerpt . . . . . 35
- Continuous Improvement Timeline . . . . . 36

# 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
- Indiana Rules and Regulations

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Making**

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

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

## **Implementation Next Year**

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

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

# Who Wrote this School Improvement Plan?

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

## Groups and Roles

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

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

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

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

## Discussion Topics

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

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

## Steering Team

- 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

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

## Community Council

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

- Joe Dilts - Education
- Alan Eckelbarger - Community
- Mike Fincher - Community
- Emily Graham - Education
- Lisa Hershberger - Law Enforcement
- Judy Hettinger - Family Support Center
- Candice Hinkle - Parent
- Jeremy Hinkle - Parent
- Summer Johnson - Parent
- Dawn Long - Elem. Guidance
- Obie Martin - Education/Board Memeber
- Mike McCord - School Board
- James McNeany - Community
- Cinda Milan - Education - Spec. Needs
- Kelly Minks - Parent/Steering Team
- Tammy Remley - High School Guidance
- Michele Starkey - Education
- Rick Steele - Parent
- Tabatha Steele - Parent
- Patty Terrell - Parent
- Jodi Tully - Business
- Timothy Tully - Business/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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	54%	78%	65%	80%		82%		84%		86%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	53.3%	78%	60%	80%		82%		84%		86%		100%

## All ISTEP tests - % of all ISTEP Math tests passing

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	57.6%	82%	66%	84%		86%		88%		90%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	63.2%	78%	65.3%	81%		84%		86%		88%		100%

**ENL Levels 2-4 - % passing ISTEP LA**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
10%	6%	13%	.02%	16%		19%		20%		22%		100%

**ENL Levels 2-4 - % passing ISTEP Math**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45%	22%	48%	3%	51%		54%		55%		57%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	42.6%	68%	49.6%	71%		74%		76%		78%		100%

**F/R lunch students - % passing ISTEP Math**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	45.6%	82%	56%	84%		86%		88%		90%		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... 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

### **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

## Required Areas of Concern

### **F. Encourage Rigorous Curriculum**

### **I. Focused Academic Area**

### **U. Focused Student Group**

### **X. Graduation Plan**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Anti-Bullying Initiative

The Olweus Bullying Program is a whole-school program including all students, faculty, staff, parents and community that has been proven to prevent or reduce bullying throughout a school setting. The goals of the OBBP 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. CMS FOCUS (advisor/advisee) teachers will implement and reinforce program ideals daily during first period as we work to foster a school culture that does not tolerate bullying.

**Impact Level:** High Impact - Outside

**Focus:** General

### CMS Reading Initiative Program

In a school-wide effort to increase student literacy, the following reading strategies will be implemented by CMS teachers during the 2011-2012 school year: Accelerated Reader, a nationally recognized, research-based reading monitoring program will promote independent reading skills for all students. A quarterly and year-end culminating incentive program will ensure student participation. Corporation-wide academic vocabulary lists will be developed by grade level academic core teachers. Utilization of these lists in core classes will promote cross-curricular academic vocabulary understanding and awareness. Corporation-wide reading prompts will be given by the reading teachers to promote cross-curricular text knowledge. The goal of these prompts and activities is to teach developing readers the skills necessary to comprehend the main idea and supporting material of various texts. While these strategies will enhance the reading skills of all students, special attention will be paid to those students reading below grade level as evidenced by the Informal Reading Inventory (IRI).

**Impact Level:** High Impact - Inside

**Focus:** Specific

### FOCUS - Advisor/Advisee

Practicing the premise that more learning takes place in a safe, nurturing and supportive environment, all students at Columbia Middle School will be assigned a teacher/advocate who will take responsibility for monitoring and helping to address the student's social and academic needs during first period each day. Cognizant of the entire child, this small, safe classroom environment will put the student at ease, helping to foster a collaborative and significant relationship with the teacher. One important responsibility of the FOCUS teacher will be assisting the student to create and maintain a data binder that will contain the student's learning goals, examples of work, as well as other data, to provide a record of academic progress. Perusing the data binder together with the teacher on a weekly basis will help the student recognize success while pinpointing areas of concern, such as missing and incomplete homework, low test scores, etc. A major component of the FOCUS initiative will be the regular communication with parents. Students will present the data binder to their parents at a conference moderated by the FOCUS teacher.

**Impact Level:** High Impact - Inside

**Focus:** General

## **Guided Study/Credit Recovery Program**

Each CMS student's daily schedule will include a Guided Study/Credit Recovery class that will (1) provide additional assistance with the core subjects of language arts and math, and (2) provide the basis by which we will hold students more accountable for the completion of assigned work. Students will receive one credit for each passing grade in their core subjects for a total of twenty possible credits per year. Students not passing any one class must recover the credit by completing all assigned work and demonstrating standards mastery. Students who do not earn eighteen credits by year's end may face retention. Students who routinely pass core classes will utilize this time as a guided study period.

**Impact Level:** High Impact - Inside

**Focus:** General

## **Required Strategies**

### **F. Encourage Rigorous Curriculum**

Columbia Middle School has developed a rigorous curriculum based upon the Indiana State Standards. All exceptional students, 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

### **G. Attendance**

Student attendance is monitored daily, with attendance taken twice daily by staff. Parents are expected to call and report student absences, if not the school places a call to check on student. Attendance letters are sent out after 3, 7 and over 10 days of absence. A child exceeding 10 days of unexcused absences is referred to our Family Opportunity Center. Tardies are also monitored and consequences established for 3,5,7,9, and over 11. Letters, phone calls, after school detentions, and our 6 to 6 suspension program are used for consequences in our tardy policy.

**Impact Level:** Low Impact

**Focus:** General

### **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 and corporation writing prompts 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.

**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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **U. Focused Student Group: Intensive Focused Instruction**

CMS has identified groups of students who are at risk of failing without specialized instruction. CMS offers intensive focused instruction in the following areas: English Language Development classes for students with a language proficiency of 1,2, or 3 and specific Math remediation for 6th grade students with language proficiency levels 1, 2, 3, or 4; Essential Skills classes focused on instruction for ISTEP preparation, and; self-contained Alternative Cross Categorical classes to assist special needs students with potential behavioral issues.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **X. Graduation Plan**

A graduation plan helps students to connect what they are currently doing in school to what they want to do in the future. The current state law mandates that all students starting in 6th grade develop an initial graduation plan in consultation with the school and the child's parents. In Grade 6, the students and parents will develop an initial plan containing the following: a statement of intent to graduate from high school, and an acknowledgment of the importance of good citizenship, school attendance and good study habits. Once the initial plan is completed, it will become a part of the student's permanent school record and be updated each year of school until graduation.

**Impact Level:** Low Impact

**Focus:** General

# Strategy Data

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

## Local Strategies

### Anti-Bullying Initiative

% of teachers reporting monthly on class response to program

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

## Required Strategies

### F. Encourage Rigorous Curriculum

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80%	100%		100%	

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

% of teachers who analyze benchmark and diagnostic data to guide instruction based on summative reports of test results

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

### I. Focused Academic Area: Frequent Assessment - Math

% of teachers who analyze benchmark and diagnostic data to guide instruction based on summative reports of test results

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

**U. Focused Student Group: Intensive Focused Instruction**

% of students whose language levels show an increase

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

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

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

% of students who successfully pass their bi-weekly academic benchmark assessments

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

Survey of teachers regarding Ess. Skills

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75%	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 31, 2011:** Present Olweus program information to new teachers and staff **Person:** Strategy Team  
**Aug 31, 2011:** Provide staff with list of Olweus topics and implementation dates **Person:** Strategy Team  
**Sep 12, 2011:** Discuss Olweus implementation/answer questions during staff meeting **Person:** Strategy Team  
**Sep 14, 2011:** Discussing Rules/Completing Activities **Person:** Focus Teachers  
**Sep 14, 2011:** Talk to students who are resistant to participating in bullying prevention activities **Person:** Assistant Principal  
**Sep 21, 2011:** Discussing Rules/Completing Activities **Person:** Focus Teachers  
**Sep 28, 2011:** Discussing Rules/Completing Activities **Person:** Focus Teachers  
**Oct 5, 2011:** Discussing Rules/Completing Activities **Person:** Focus Teachers  
**Oct 12, 2011:** Discussing Rules/Completing Activities **Person:** Focus Teachers  
**Oct 18, 2011:** Parent and Community Kick-Off **Person:** Strategy Team  
**Oct 19, 2011:** Convocation-Bullying Prevention Kick-Off **Person:** Strategy Team  
**Oct 26, 2011:** Bullying Prevention Activity **Person:** Focus Teachers  
**Nov 2, 2011:** Bullying Prevention Activity **Person:** Focus Teachers  
**Nov 9, 2011:** Speakers **Person:** Expressive Arts Teachers  
**Nov 16, 2011:** Bullying Prevention Activity **Person:** Focus Teachers  
**Nov 30, 2011:** Collect fall data: % of teachers reporting monthly on class response to program **Person:**  
**Jun 30, 2012:** Collect spring data: % of teachers reporting monthly on class response to program **Person:**

## CMS Reading Initiative Program

**Aug 15, 2011:** CMS Reading Team will collaborate on alternative incentives for students. **Person:** CMS Reading Team  
**Aug 15, 2011:** CMS Reading Team will continue to collaborate on a multi-media incentive to drive Accelerated Reader portion of program. **Person:** CMS Reading Team  
**Aug 15, 2011:** CMS Reading Team will review current point value initiative for each grade level. **Person:** CMS Reading Team  
**Aug 15, 2011:** Create a required grading period point value for each grade level. **Person:** CMS Reading Team  
**Aug 15, 2011:** In depth overview of Accelerated Reader features. **Person:** CMS Reading Team  
**Aug 15, 2011:** Incorporate a school-wide Accelerated Reader based student reading log to keep track of pages read by students. **Person:** CMS Reading Teachers  
**Aug 15, 2011:** Provide a school-wide Accelerated Reader based student reading log to keep track of pages read by students. **Person:** CMS Reading Teachers  
**Oct 14, 2011:** Grading period summary/data reports. **Person:** CMS Reading Teachers  
**Oct 14, 2011:** Hold CMS Reading Team Meeting. **Person:** CMS Reading Team  
**Oct 21, 2011:** Quarterly multi-media student incentive. **Person:** CMS Reading Teachers & Students  
**Dec 20, 2011:** Grading period summary/data reports. **Person:** CMS Reading Teachers  
**Dec 20, 2011:** Hold CMS Reading Team Meeting. **Person:** CMS Reading Team  
**Dec 20, 2011:** Quarterly multi-media student incentive. **Person:** CMS Reading Teachers & Students  
**Mar 9, 2012:** Grading period summary/data reports. **Person:** CMS Reading Teachers  
**Mar 9, 2012:** Hold CMS Reading Team Meeting. **Person:** CMS Reading Team  
**Mar 16, 2012:** Quarterly multi-media student incentive. **Person:** CMS Reading Teachers & Students  
**May 23, 2012:** Culminating year end multi-media student incentive. **Person:** CMS Reading Teachers & Students  
**May 23, 2012:** Grading period summary/data reports. **Person:** CMS Reading Teachers



## Encourage Rigorous Curriculum

**Aug 24, 2011:** Principal will meet with teams to discuss the needs of the High Ability and Special Education classes. **Person:** Greg Grostefon

**Aug 28, 2011:** Send a letter to the parents of the High Ability students defining the expectations and curriculum development of those classes. **Person:** Joyce Pasel

**Sep 10, 2011:** Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Greg Grostefon

**Sep 16, 2011:** Review lesson plans and encourage rigorous expectations for High Ability, ENL, and Special Education classes **Person:** Greg Grostefon

**Sep 24, 2011:** Principal will meet with teams to discuss the needs of the High Ability and Special Education classes. **Person:** Greg Grostefon

**Oct 26, 2011:** Review lesson plans and encourage rigorous expectations for High Ability, ENL, and Special Education classes **Person:** Greg Grostefon

**Nov 9, 2011:** Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Greg Grostefon

**Nov 30, 2011:** Collect fall data: % of lesson plans that include activities for all levels of abilities in the classroom **Person:** Joyce Pasel

**Jan 11, 2012:** Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Greg Grostefon

**Jan 13, 2012:** Review lesson plans and encourage rigorous expectations for High Ability, ENL and Special Educaiton classes. **Person:** Greg Grostefon

**Jan 20, 2012:** Principal will meet with teams to discuss the needs of the High Ability and Special Education classes. **Person:** Greg Grostefon

**Feb 27, 2012:** Principal will meet with teams to discuss the needs of the High Ability and Special Education classes. **Person:** Greg Grostefon

**Mar 15, 2012:** Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Greg Grostefon

**Mar 16, 2012:** Review lesson plans and encourage rigorous expectations for High Ability, ENL and Special Educaiton classes. **Person:** Greg Grostefon

**May 17, 2012:** Teachers will share ideas from visits and conferences with other staff members during staff meetings **Person:** Greg Grostefon

**Jun 30, 2012:** Collect spring data: % of lesson plans that include activities for all levels of abilities in the classroom **Person:** Joyce Pasel

## FOCUS - Advisor/Advisee

**Aug 22, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Aug 22, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Aug 22, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Aug 22, 2011:** Student binders will serve as an accumulation of summative scores, sample work, behavioral documentations, current mid-terms and parent communications. **Person:** Focus teachers.

**Aug 24, 2011:** Principal will meet monthly with teams to discuss existing concerns of the data binder implementation. **Person:** Greg Grostefon

**Aug 25, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Aug 29, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Aug 29, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Aug 29, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Sep 1, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Sep 6, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Sep 6, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Sep 6, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Sep 8, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Sep 12, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Sep 12, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Sep 12, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Sep 12, 2011:** Teachers will share ideas from visits and conferences with other staff members during staff meetings. **Person:** Greg Grostefon

**Sep 14, 2011:** Focus teachers will communicate with parent/guardians of each student as an introduction but also as necessary during the year. **Person:** Focus teachers

**Sep 15, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Sep 19, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Sep 19, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Sep 19, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Sep 22, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Sep 26, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Sep 26, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Sep 26, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Sep 29, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Oct 3, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Oct 3, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Oct 3, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Oct 6, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Oct 7, 2011:** Focus teachers begin to collect recent and accurate information for the data binder to be shared with the parents during the annual Student-Led Conferences. **Person:** Focus teachers.

**Oct 10, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Oct 10, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Oct 10, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Oct 12, 2011:** Teachers will share information researched from professional sources. **Person:** Team leaders

**Oct 13, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Oct 17, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Oct 17, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Oct 17, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Oct 20, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Oct 24, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Oct 24, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Oct 24, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Oct 24, 2011:** Student binders will serve as an accumulation of summative scores, sample work, behavioral documentations, current mid-terms and parent communications. **Person:** Focus teachers.

**Nov 1, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Nov 1, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Nov 1, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Nov 3, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Nov 7, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Nov 7, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Nov 7, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Nov 10, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Nov 14, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Nov 14, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Nov 14, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Nov 17, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Nov 21, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Nov 21, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Nov 21, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Nov 28, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Nov 28, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Nov 28, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Dec 1, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Dec 5, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Dec 5, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Dec 5, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Dec 8, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Dec 12, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Dec 12, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Dec 12, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Dec 15, 2011:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Dec 19, 2011:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Dec 19, 2011:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Dec 19, 2011:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Jan 3, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Jan 3, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Jan 3, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Jan 5, 2012:** A reading prompt will be conducted each thursday during Focus. **Person:** Focus teachers

**Jan 9, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Jan 9, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Jan 9, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Jan 12, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Jan 16, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Jan 16, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Jan 16, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Jan 19, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Jan 23, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Jan 23, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Jan 23, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Jan 24, 2012:** Teachers will share ideas from visits to other schools implementing similar data with staff members during staff meetings. **Person:** Greg Grostefon

**Jan 26, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Jan 30, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Jan 30, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Jan 30, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Feb 2, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Feb 6, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Feb 6, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Feb 6, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Feb 9, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Feb 13, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Feb 13, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Feb 13, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Feb 16, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Feb 21, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Feb 21, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Feb 21, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Feb 23, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Feb 27, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Feb 27, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Feb 27, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Feb 27, 2012:** Student binders will serve as an accumulation of summative scores, sample work, behavioral documentations, current mid-terms and parent communications. **Person:** Focus teachers.

**Mar 1, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Mar 5, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Mar 5, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Mar 5, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Mar 8, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Mar 12, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Mar 12, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Mar 12, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Mar 15, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Mar 19, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Mar 19, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Mar 19, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Mar 22, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Apr 2, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Apr 2, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Apr 2, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Apr 5, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Apr 9, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Apr 9, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Apr 9, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Apr 12, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Apr 16, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Apr 16, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Apr 16, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Apr 19, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Apr 22, 2012:** Teachers will share ideas for refinement and improvement of the data binder process. **Person:** Greg Grostefon

**Apr 23, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Apr 23, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Apr 23, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Apr 26, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**Apr 30, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**Apr 30, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**Apr 30, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**Apr 30, 2012:** Student binders will serve as an accumulation of summative scores, sample work, behavioral documentations, current mid-terms and parent communications. **Person:** Focus teachers.

**May 3, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**May 7, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**May 7, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**May 7, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**May 10, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**May 14, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**May 14, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**May 14, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

**May 17, 2012:** A reading prompt will be conducted each Thursday during Focus. **Person:** Focus teachers

**May 21, 2012:** Focus teachers will review with each student academic progress, concerns, behaviors, and plans for acquiring missing work. **Person:** Focus teachers

**May 21, 2012:** ISTEP preparation for grammar, reading and math skills (math tutoring) take place during Focus class. **Person:** Focus teachers

**May 21, 2012:** Mapping and planning will be conducted in a grade level's choice class. **Person:** Mapping and planning teacher

## Focused Academic Area

**Apr 1, 2011:** Collect baseline data: % of teachers who analyze benchmark and diagnostic data to guide instruction based on summative reports of test results **Person:** Robert Iles

**Apr 1, 2011:** Collect baseline data: % of teachers who analyze benchmark and diagnostic data to guide instruction based on summative reports of test results **Person:** Robert Iles

**Aug 11, 2011:** During the staff meeting, Administration will assure instructors they will have support in planning and address instructor concerns. **Person:** Robert Iles

**Aug 11, 2011:** During the staff meeting, Administration will assure instructors they will have support in planning and address instructor concerns. **Person:** Robert Iles

**Aug 11, 2011:** Provide Acuity training for staff. **Person:** Robert Iles

**Aug 11, 2011:** Provide Acuity training for staff. **Person:** Robert Iles

**Aug 22, 2011:** Language Arts instructors will give the corporation writing prompt. **Person:** Instructors

**Oct 3, 2011:** Language Arts instructors give the Acuity Predictive Test. **Person:** Instructors

**Oct 3, 2011:** Mathematics instructors give the Acuity Predictive Test. **Person:** Instructors

**Oct 14, 2011:** Language Arts instructors will record results from the corporation writing prompt in the Summatives Folder. **Person:** Instructors

**Oct 17, 2011:** Language Arts instructors record student mastery in the Summatives Folder after completion of the Predictive Test. **Person:** Instructors

**Oct 17, 2011:** Mathematics instructors record student mastery in the Summatives Folder after completion of the Predictive Test.  
**Person:** Instructors

**Oct 24, 2011:** Language Arts instructors will give the corporation writing prompt. **Person:** Instructors

**Nov 30, 2011:** Collect fall data: % of teachers who analyze benchmark and diagnostic data to guide instruction based on summative reports of test results **Person:** Robert Iles

**Nov 30, 2011:** Collect fall data: % of teachers who analyze benchmark and diagnostic data to guide instruction based on summative reports of test results **Person:** Robert Iles

**Dec 5, 2011:** Language Arts instructors give the Acuity Predictive Test. **Person:** Instructors

**Dec 5, 2011:** Mathematics instructors give the Acuity Predictive Test. **Person:** Instructors

**Dec 19, 2011:** Language Arts instructors record student mastery in the Summatives Folder after completion of the Predictive Test.  
**Person:** Instructors

**Dec 19, 2011:** Mathematics instructors record student mastery in the Summatives Folder after completion of the Predictive Test.  
**Person:** Instructors

**Dec 20, 2011:** Language Arts instructors will record results from the corporation writing prompt in the Summatives Folder. **Person:** Instructors

**Jan 9, 2012:** Language Arts instructors will give the corporation writing prompt. **Person:** Instructors

**Jan 9, 2012:** Meet with 6th, 7th, and 8th grade mathematics instructors to discuss progress and provide updates. **Person:** Robert Iles

**Jan 19, 2012:** Meet with 6th, 7th, and 8th grade instructors to discuss Acuity progress and updates. **Person:** Robert Iles

**Feb 13, 2012:** Language Arts instructors give the Acuity Predictive Test. **Person:** Instructors

**Feb 13, 2012:** Mathematics instructors give the Acuity Predictive Test. **Person:** Instructors

**Feb 27, 2012:** Language Arts instructors record student mastery in the Summatives Folder after completion of the Predictive Test.  
**Person:** Instructors

**Feb 27, 2012:** Mathematics instructors record student mastery in the Summatives Folder after completion of the Predictive Test.  
**Person:** Instructors

**Mar 9, 2012:** Language Arts instructors will record results from the corporation writing prompt in the Summatives Folder. **Person:** Instructors

**Mar 19, 2012:** Language Arts instructors will give the corporation writing prompt. **Person:** Instructors

**May 23, 2012:** Language Arts instructors will record results from the corporation writing prompt in the Summatives Folder. **Person:** Instructors

**Jun 30, 2012:** Collect spring data: % of teachers who analyze benchmark and diagnostic data to guide instruction based on summative reports of test results **Person:** Robert Iles

**Jun 30, 2012:** Collect spring data: % of teachers who analyze benchmark and diagnostic data to guide instruction based on summative reports of test results **Person:** Robert Iles

## Focused Student Group

**Apr 1, 2011:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments  
**Person:**

**Apr 1, 2011:** Collect baseline data: Survey of teachers regarding Ess. Skills **Person:**

**May 13, 2011:** Analyze the Predictive results for the ELD students and identify those who are failing Math and Lang. Arts for placement in ELD program for coming year **Person:** Leanne Little

**May 13, 2011:** Review Identified students to see if behavior is affecting classroom performance for possible placement next year in Alt. Cross-Cat. program **Person:** Resource teachers

**May 13, 2011:** Review results from Predictive tests for possible placement in ELD classes for coming year **Person:** Leanne Little

**Aug 15, 2011:** Informational letter to parents regarding the criteria for Ess. Skills and ELD classes **Person:** Ann Easter, Leanne Little

**Aug 19, 2011:** Identify current ESL students for placement in ELD classes, grades 6-8, Levels 1-4 , as determined by Home Language Surveys and LAS Links **Person:** Leanne Little

**Aug 19, 2011:** Review FBA results and behavior results during case-Conferences for possible placement in Alt. Cross- Cat. program - ongoing throughout year **Person:** Resource teachers

**Aug 26, 2011:** Relevant training or coursework for the Ess. Skills class **Person:** Ann Easter

**Aug 30, 2011:** Acuity Training for use in the ELD, Ess. Skills and Alt. Cross - Cat. classrooms **Person:** Ann Easter, Leanne Little, Stephanie Reef

**Sep 2, 2011:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Sep 6, 2011:** Staff meeting presentation regarding Ess. Skills program **Person:** Ann Easter

**Sep 6, 2011:** Staff Meeting presentation regarding the ELD program **Person:** Leanne Little

**Sep 9, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Sep 9, 2011:** Work with Lincoln Middle School Teacher to develop a uniform structure for the class **Person:** Ann Easter/Lisa Arnett

**Sep 16, 2011:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Sep 16, 2011:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Sep 16, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Sep 23, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Sep 30, 2011:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Sep 30, 2011:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Sep 30, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Oct 7, 2011:** Provide Monthly updates to grade level teams regarding progress of ELD students **Person:** Leanne Little

**Oct 7, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Oct 14, 2011:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Oct 14, 2011:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Oct 14, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Oct 21, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Oct 26, 2011:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Oct 26, 2011:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Oct 26, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Nov 4, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Nov 7, 2011:** Provide Monthly updates to grade level teams regarding progress of ELD students **Person:** Leanne Little

**Nov 11, 2011:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Nov 11, 2011:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Nov 11, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Nov 11, 2011:** Work with Lincoln Middle School Teacher to develop a uniform structure for the class **Person:** Ann Easter/Lisa Arnett

**Nov 18, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Nov 22, 2011:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Nov 22, 2011:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Nov 22, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Nov 30, 2011:** Collect fall data: % of students who successfully pass their bi-weekly academic benchmark assessments **Person:** Leanne Little

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

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

**Nov 30, 2011:** Collect fall data: Survey of teachers regarding Ess. Skills **Person:** Leanne Little

**Dec 2, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Dec 7, 2011:** Provide Monthly updates to grade level teams regarding progress of ELD students **Person:** Leanne Little

**Dec 9, 2011:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Dec 9, 2011:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Dec 9, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Dec 16, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Dec 20, 2011:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Dec 20, 2011:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Dec 20, 2011:** Review placements in Alt. Cross-cat. program for effectiveness during Case Conferences **Person:** Resource teachers

**Dec 20, 2011:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Jan 6, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Jan 7, 2012:** Provide Monthly updates to grade level teams regarding progress of ELD students **Person:** Leanne Little

**Jan 13, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Jan 13, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Jan 13, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Jan 13, 2012:** Work with Lincoln Middle School Teacher to develop a uniform structure for the class **Person:** Ann Easter/Lisa Arnett

**Jan 20, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Jan 27, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Jan 27, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Jan 27, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Feb 3, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Feb 7, 2012:** Provide Monthly updates to grade level teams regarding progress of ELD students **Person:** Leanne Little

**Feb 10, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Feb 10, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Feb 10, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Feb 17, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Feb 24, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Feb 24, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Feb 24, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Mar 1, 2012:** Attend Annual ESL Workshop at State level **Person:** Leanne Little

**Mar 2, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Mar 7, 2012:** Provide Monthly updates to grade level teams regarding progress of ELD students **Person:** Leanne Little

**Mar 9, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Mar 9, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Mar 9, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Mar 16, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Mar 16, 2012:** Work with Lincoln Middle School Teacher to develop a uniform structure for the class **Person:** Ann Easter/Lisa Arnett

**Mar 23, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Mar 23, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Mar 23, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Apr 6, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Apr 6, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Apr 6, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Apr 7, 2012:** Provide Monthly updates to grade level teams regarding progress of ELD students **Person:** Leanne Little

**Apr 13, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Apr 20, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**Apr 20, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**Apr 20, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**Apr 27, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**May 4, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter

**May 4, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams

**May 4, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter

**May 7, 2012:** Provide Monthly updates to grade level teams regarding progress of ELD students **Person:** Leanne Little



**May 11, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter  
**May 18, 2012:** Collect baseline data: % of students who successfully pass their bi-weekly academic benchmark assessments in Ess. Skills **Person:** Ann Easter  
**May 18, 2012:** Identify students who have not mastered standards to be placed in Ess. Skills for two week remediation **Person:** Teaching Teams  
**May 18, 2012:** Students will be tested over standards to see if they can be removed from Ess. Skills class **Person:** Ann Easter  
**Jun 30, 2012:** Collect spring data: % of students who successfully pass their bi-weekly academic benchmark assessments **Person:**  
**Jun 30, 2012:** Collect spring data: % of students whose language levels show an increase **Person:** Leanne Little  
**Jun 30, 2012:** Collect spring data: % of teachers who believe ESL students can achieve as determined through Survey of staff **Person:** Leanne Little  
**Jun 30, 2012:** Collect spring data: Survey of teachers regarding Ess. Skills **Person:**

## Graduation Plan

**Aug 19, 2011:** Goal Setting and Grad. Plan Activities will be presented to staff **Person:** School Counselor  
**Sep 2, 2011:** Set three goals for the school year and academic success in all three grade levels **Person:** FOCUS teachers  
**Sep 9, 2011:** All students will be encouraged to sign up for 21st Cent. Scholars program **Person:** FOCUS Teachers  
**Sep 30, 2011:** Read the On-Track Magazines provided by the State in all grade levels **Person:** Reading and LA Teachers  
**Oct 14, 2011:** Complete Learning Style Assessment in 7th gr. **Person:** LA Teacher  
**Oct 14, 2011:** Complete Ready for the Real World Activity in 8th Gr. **Person:** Reading Teacher  
**Oct 21, 2011:** 6th Gr. students and parents participate in Graduation Plan party sponsored by IVY TECH **Person:** IVY TECH  
**Oct 24, 2011:** 6th Gr. Students sign Graduation Promise during Student-Led Conference **Person:** FOCUS teachers  
**Nov 11, 2011:** All students will be encouraged to sign up for 21st Cent. Scholars program **Person:** FOCUS Teachers  
**Nov 30, 2011:** 8th Gr. Students will do career exploration activities - inventories, Drive for Your Life, profiles, etc. **Person:** Reading Teacher  
**Dec 14, 2011:** High School Counselors will present Freshman Course and Diploma Information to 8th Gr. **Person:** High School Counselors  
**Jan 3, 2012:** Follow-up with grade levels on Graduation Plan activities **Person:** School Counselor  
**Jan 11, 2012:** 8th Gr. students will participate in High School Orientation and complete Freshman schedule **Person:** High School Counselors  
**Jan 13, 2012:** All students will be encouraged to sign up for 21st Cent. Scholars program **Person:** FOCUS Teachers  
**Mar 16, 2012:** All students will be encouraged to sign up for 21st Cent. Scholars program **Person:** FOCUS Teachers  
**Apr 13, 2012:** 8th Gr. Students participate in Reality Store **Person:** 8th ACT  
**Apr 15, 2012:** Follow-up with grade levels on Graduation Plan activities **Person:** School Counselor  
**Apr 20, 2012:** 7th Gr. will complete webguest activity on Careers and Colleges **Person:** LA Teacher  
**May 11, 2012:** Review Goals set at beginning of the year with students in all grades **Person:** FOCUS teachers  
**May 18, 2012:** All students will be encouraged to sign up for 21st Cent. Scholars program **Person:** FOCUS Teachers

## Guided Study/Credit Recovery Program

**Mar 7, 2011:** Instructors and administrators evaluated the credit recovery process. **Person:** Justin Herrold  
**Mar 15, 2011:** Various instructors determined the continued process of the credit recovery procedure. **Person:** Julien Gaumer  
**Aug 15, 2011:** Instructors and staff will be given various and extensive information on how to implement and support this strategy successfully. **Person:** Julien Gaumer  
**Aug 15, 2011:** Instructors and staff will receive information on how to infiltrate this strategy successfully and the evaluation process at our first staff meeting of the year. **Person:** Julien Gaumer  
**Sep 19, 2011:** Credit recovery teachers and instructors will implement different strategies to assist students in capitalizing the extra time and academic support given in the credit recovery class. **Person:** Instructors  
**Oct 31, 2011:** Instructors will evaluate the productivity of each students' credits for the first nine weeks. **Person:** Instructors  
**Jan 5, 2012:** Instructors will evaluate the productivity of each students' credits for the second nine weeks. **Person:** Instructors  
**Jan 5, 2012:** On records day midway through the year, instructors will meet to continue their understanding of how to implement and evaluate this strategy successfully. **Person:** Instructors  
**Mar 20, 2012:** Instructors will evaluate the productivity of each students' credits for the third nine weeks. **Person:** Instructors  
**May 25, 2012:** Instructors will determine the overall productivity of each students' credits for the final nine weeks. **Person:** Instructors

# Professional Development Summary

## REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

## Anti-Bullying Initiative

**Present Olweus program information to new teachers and staff**

**Brief Description:** Olweus materials will be given to new teachers and staff members. Bullying rules and activities will be discussed.

**Intended Participants:** Teachers, Other

**Date:** Aug 31, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to

**Funding:** none needed

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

## CMS Reading Initiative Program

**Hold CMS Reading Team Meeting.**

**Brief Description:** Reading Teachers will meet and discuss how to improve Reading at CMS

**Intended Participants:** Teachers

**Date:** Oct 14, 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:** Reading Teachers will meet and discuss how to improve Reading at CMS

**Intended Participants:** Teachers

**Date:** Dec 20, 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:** Reading Teachers will meet and discuss how to improve Reading at CMS

**Intended Participants:** Teachers

**Date:** Mar 9, 2012

**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:** CMS Reading Team will dicuss features and uses of the Accelerated Reader software.

**Intended Participants:** Teachers

**Date:** Aug 15, 2011

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

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

**Funding:**

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

## **FOCUS - Advisor/Advisee**

**Teachers will share ideas for refinement and improvement of the data binder process.**

**Brief Description:** Teachers will discuss ideas on how to effectively implement the data binders

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

**Date:** Apr 22, 2012

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

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

**Funding:**

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

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

**Brief Description:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.

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

**Date:** Sep 12, 2011

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

**Activity Format:** Talk to

**Funding:**

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

**Teachers will share ideas from visits to other schools implementing similar data with staff members**

**Brief Description:** Teachers will share ideas from visits to other schools implementing similar data with staff members during staff meetings.

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

**Date:** Jan 24, 2012

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

**Activity Format:** Talk to, Presentation, Collaborative Problem Solving, Site Visit

**Funding:**

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

**Teachers will share information researched from professional sources.**

**Brief Description:** Teachers will share information researched from professional sources.

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

**Date:** Oct 12, 2011

**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?** Yes

## **Guided Study/Credit Recovery Program**

**Instructors and staff will receive information on how to infiltrate this strategy successfully and t**

**Brief Description:** Teachers and all staff will be provided with various materials necessary to successfully implement this strategy.

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

**Date:** Aug 15, 2011

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

**Activity Format:** Talk to, Presentation

**Funding:**

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

**On records day midway through the year, instructors will meet to continue their understanding of how**

**Brief Description:** During the staff meeting, instructors will have an opportunity for question and answers concerning the credit recovery process.

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

**Date:** Jan 5, 2012

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

**Activity Format:** Talk to

**Funding:**

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

## **F. Encourage Rigorous Curriculum**

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

**Brief Description:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.

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

**Date:** Sep 10, 2011

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

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

**Funding:**

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

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

**Brief Description:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.

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

**Date:** Nov 9, 2011

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

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

**Brief Description:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.

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

**Date:** Jan 11, 2012

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

**Activity Format:** Talk to, Presentation, Study Group, Peer Coaching, Reflective Writing, Collaborative Problem Solving

**Funding:**

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

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

**Brief Description:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.

**Intended Participants:**

**Date:** Mar 15, 2012

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

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

**Funding:**

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

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

**Brief Description:** Teachers will share ideas from visits and conferences with other staff members during staff meetings.

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

**Date:** May 17, 2012

**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

## **G. Attendance**

**Status:** Submitted

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

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

**Brief Description:** Check progress to date, outline future events. Discuss possible changes.

**Intended Participants:** Teachers, Administrators

**Date:** Jan 19, 2012

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

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

**Funding:**

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

**Provide Acuity training for staff.**

**Brief Description:** Show staff how to access the Acuity Predictive Test, as well as generate reports after completion.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 11, 2011

**Activity Purpose:** Information, Refinement

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

**Funding:**

Does this activity occur during the school day? Yes

## **I. Focused Academic Area: Frequent Assessment - Math**

**Meet with 6th, 7th, and 8th grade mathematics instructors to discuss progress and provide updates.**

**Brief Description:** Check progress to date, outline future events. Discuss possible changes.

**Intended Participants:** Teachers, Administrators

**Date:** Jan 9, 2012

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

**Activity Format:** Study Group, Collaborative Problem Solving

**Funding:**

Does this activity occur during the school day? No

**Provide Acuity training for staff.**

**Brief Description:** Show staff how to access the Acuity Predictive Test, as well as generate reports after completion.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 11, 2011

**Activity Purpose:** Information, Refinement

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

**Funding:**

Does this activity occur during the school day? Yes

## **U. Focused Student Group: Intensive Focused Instruction**

**Acuity Training for use in the ELD, Ess. Skills and Alt. Cross - Cat. classrooms**

**Brief Description:** Learn how to use the academic resources that accompany the Acuity assessments.

**Intended Participants:** Teachers

**Date:** Aug 30, 2011

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

**Activity Format:** Presentation

**Funding:**

Does this activity occur during the school day? Yes

**Attend Annual ESL Workshop at State level**

**Brief Description:** Attend Annual ESL State Workshop

**Intended Participants:** Teachers

**Date:** Mar 1, 2012

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

**Activity Format:** Presentation, Study Group

**Funding:**

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

**Relevant training or coursework for the Ess. Skills class**

**Brief Description:** Teacher will attend training relevant to her classroom for new information on remediation

**Intended Participants:** Teachers

**Date:** Aug 26, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:**

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

## **X. Graduation Plan**

No professional development is needed for this strategy.



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

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

### **Local Areas of Concern**

#### **We are concerned that... 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 Reading Initiative Program
- FOCUS - Advisor/Advisee
- Guided Study/Credit Recovery Program
- I. Focused Academic Area: Frequent Assessment - Math
- I. Focused Academic Area: Frequent Assessment - Lang. Arts
- U. Focused Student Group: Intensive Focused Instruction

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

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

- ENL Levels 2-4 -- % passing ISTEP LA
- ENL Levels 2-4 -- % 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
- FOCUS - Advisor/Advisee
- G. Attendance
- X. Graduation Plan

### **Required Areas of Concern**

#### **F. Encourage Rigorous Curriculum (IN Rules)**

##### **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 2-4 -- % passing ISTEP LA
- ENL Levels 2-4 -- % 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 (IN Rules)**

**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 (IN Rules)**

**Data Targets Influenced by This Concern:**

- ENL Levels 2-4 -- % passing ISTEP LA
- ENL Levels 2-4 -- % passing ISTEP Math

**Strategies to Impact This Concern:**

- U. Focused Student Group: Intensive Focused Instruction

## **X. Graduation Plan (IN Rules)**

**Data Targets Influenced by This Concern:**

- ENL Levels 2-4 -- % passing ISTEP LA
- ENL Levels 2-4 -- % passing ISTEP Math
- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math

**Strategies to Impact This Concern:**

- X. Graduation Plan

## Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	In the 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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, we personally follow up on chronic non-attenders with home visits by administrators and our SRO. Letters are sent home and phone calls are made to chronically tardy students' homes.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity Predictive Tests (McGraw-Hill's predictor of ISTEP success, teacher-created benchmark assessments, Individual Reading Inventory (IRI), a test to indicate an individual student's reading level

## Continuous Improvement Timeline

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

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