

School Improvement Plan - 2013-2014

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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:



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

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School Improvement Plan Introduction

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

- Jim Callaghan - Community
- Edward Gibson - Teacher
- Greg Grostefon - Administrator
- Robert Iles - Teacher
- Kelly Minks - Parent/Guardian
- Rebekka Smith - Teacher
- Stephanie Voorhees - School Counselor

Strategy Chairs

- Ann Easter
- Robert Iles
- Leanne Little
- Joyce Pasel
- Stephanie Reef
- Jeff Smith
- Stephanie Voorhees

Community Council

- Elisa Banuelos - Education - ENL
- Suzette Bergstedt - Parent
- Eric Binney - Police/Parent
- Brian Brown - Community

- Jim Callaghan - Community
- Joe Dilts - Education
- Emily Graham - Education
- Milt Hess - Community/Education
- Josh Hopper - Community/Business
- Summer Johnson - Parent
- Dawn Long - Elem. Guidance
- Obie Martin - Education/Board Memeber
- Mike McCord - School Board
- James McNeany - Community
- Cinda Milan - Education - Spec. Needs
- Andy Minks - Parent
- Kelly Minks - Parent/Steering Team
- Tammy Remley - High School Guidance
- Michele Starkey - Education

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 enjoy 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 appropriately 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 multi-cultural society, learn leadership skills, develop a positive self-image, practice a high quality work ethic, become successful 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.

6th Gr. Students - % Passing Math Problem Solving Standard

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	80%	83%	72%	75%		78%		80%		82%		100%

6th Gr. Students - % Passing Nonfiction/Info Text Standard

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	66%	69%	68%	71%		74%		77%		79%		100%

7th Gr. Students - % Passing Math Problem Solving Standard

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	69%	72%	71%	74%		77%		79%		81%		100%

7th Gr. Students - % Passing Nonfiction/Info Text Standard

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	69%	72%	71%	74%		77%		79%		81%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	71%	83%	68%	71%		74%		77%		79%		100%

8th Gr. Students - % Passing Nonfiction/Info Text Standard

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71%	74%	71%	74%		77%		79%		81%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	70%	82%	67%	70%		73%		76%		78%		100%

All ISTEP tests - % of all ISTEP Math tests passing

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84%	72%	86%	68%	71%		74%		77%		79%		100%

EL Students - % passing ISTEP LA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	51%	53%	44%	50%		53%		56%		59%		100%

EL Students - % passing ISTEP Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	61%	64%	48%	53%		56%		59%		62%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71%	61%	74%	60%	64%		67%		70%		73%		100%

F/R lunch students - % passing ISTEP Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84%	65%	70%	59.6%	63%		66%		67%		70%		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... that students need to receive more weekly feedback on work

40% of the students don't feel they are provided weekly feedback, 22% of students don't know if standards are covered.

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

G. Attendance

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

CMS Literacy Initiative

According to school-wide reading prompt data and ISTEP scores, CMS students are not performing at the levels their IRI scores would indicate. Overall, students seem to be struggling with identifying main idea, supporting detail, conclusion, clarifying devices, and vocabulary in context using reading prompts to assess. The faculty feels that a change needs to be made to improve the teaching and learning process. The faculty knows that a shift in teaching will be needed to address the Common Core State Standards. In a school-wide effort to increase student literacy and improve the reading skills and levels of our students, a literacy initiative will be implemented by CMS teachers during the 2013-2014 school year and will include the following components:

- Existing reading and writing classes on each grade level will be combined and double-blocked, utilizing both language arts teachers (currently one reading and one writing teacher). Each teacher will be responsible for one-half of the students on the grade level, approximately 75 students, thereby opening up more opportunities for instruction, academic collaboration, and coaching. ELA teachers will share a common preparation time during which common assessments, unit and lesson plans, and instructional strategies will be developed.
- Accelerated Reader will continue to promote independent reading skills for all students.
- Corporation-wide academic vocabulary lists are in the process of being created and established by grade level academic core teachers. These lists are being formed to promote cross-curricular academic vocabulary understanding and awareness.
- Corporation-wide reading prompts have been adopted to promote cross-curricular text knowledge. The goal of these prompts and activities is to teach developing readers how to comprehend the main idea and supporting material of various texts.

Impact Level: High Impact - Inside

Focus: Specific

FOCUS - Advisor/Advisee

With the understanding that more learning takes place in a safe, nurturing and supportive environment, all Columbia Middle School students will be placed in an advisory class in which the teacher will be responsible for addressing the academic and emotional needs of each student. The FOCUS/REFOCUS teacher will utilize the first and ninth periods of each day to:

- Ensure that each student has set academic goals for the year
- Provide or facilitate remediation and/or extra help opportunities in ELA and math for each student in the class
- Ensure that each student is working hard toward mastering core academic standards
- Ensure that all assigned work is completed
- Track each student's academic progress
- Conduct a brief weekly data conference with each student about his or her progress
- Provide anti-bullying instruction

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum

Columbia Middle School has developed a rigorous curriculum based upon the Indiana State and Common Core Standards. All exceptional students, including high ability, special needs, and EL are served in an 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. Additionally, all eighth grade students have the opportunity to earn two High School credits by taking health and careers classes. We offer sheltered EL classes for students in levels 1-3 and selected incoming sixth grade students are placed in a self-contained class that emphasizes basic skills acquisition. Special needs students are served in an inclusive environment supported by resource teachers. Pull-out is used as needed to reinforce concepts. An Alternative Cross Categorical Classroom provides a safe, structured social and academic environment for those special needs students whose current and potential behavior issues interfere with their learning.

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 the student. Attendance letters are sent out after 3 and 7 days of absence. A child exceeding 10 days of unexcused absences is referred to our Family Opportunity Center. Tardies are also monitored and consequences are established for 3, 5, 7, 9, 11 and over 13. Phone calls, after school detention and ISS (In-School Suspension) 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. Consistent review of results by teachers and administrator will inform instructional and curricular decisions.

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. Consistent review of results by teachers and administrator will inform instructional and curricular decisions.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Intensive Focused Instruction - Basic Skills Attainment

Essential Skills will be taught by one certified teacher with the assistance of one instructional assistant. It will provide intensive basic skills instruction to incoming sixth grade students in a self-contained classroom consisting of fifteen to twenty students. This class will be comprised of students who have been referred by their elementary teachers and principals. The class will follow the Response to Instruction (RTI) philosophy and the curriculum will be the replacement of core instruction for these students. Individual academic goals will be set early in the school year. Universal screening assessments will be given at the beginning, middle, and end of the year to identify major gaps in prior instruction. Through continual progress monitoring, students will work toward mastering basic skills that will lead to sustained growth. Additionally, the instructor will receive extensive training in data collection and analysis and will work closely with LCSC data coaches. The instructor will be extensively involved in training current CMS staff in data collection, analysis, and tiered instruction with the end result being the closing of learning gaps school-wide.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Intensive Focused Instruction - EL Students

Level 2-4 EL students will be scheduled an additional block of English Language Development time in the areas of Math and Language Arts. EL students will be selected to participate in these classes based upon their previous ISTEP+ scores and recommendations from their teachers. The ELD classes will be taught by a licensed instructor with the use of specially designed text and instructional materials. The emphasis in the ELD classes will be placed on developing academic English, vocabulary and language structures, as well as instruction in grade level ELA and mathematics standards. Level 1 EL students will be scheduled into a double block "Newcomers" class, which will focus on reading, writing, listening, and speaking in English, as well as an introduction to American culture.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Intensive Focused Instruction - Special Needs Students

CMS has identified groups of students who are at risk of failing without specialized instruction. CMS offers intensive focused instruction in self-contained Alternative Cross Categorical classes to assist special needs students with potential behavioral issues. Even though many special needs students thrive in an inclusive setting, some require a more self-contained classroom with all the consistency and support necessary to provide them a greater opportunity for school success. For those selected Columbia Middle School special education students whose past and present history indicates a possible road to expulsion, the Alternative Cross Categorical Classroom will provide with a safe, structured social and academic environment. The students in the Alternative Cross Categorical Classroom will focus on their individual academic needs, as well as, anger management and coping skills.

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 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 acknowledgement 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.

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

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.

CMS Literacy Initiative

Aug 13, 2013: Administration will meet with Language Arts instructors to ensure them that they will have support and available resources to implement the CMS Literacy Initiative. **Person:** Jeff Smith

Aug 13, 2013: Language Arts instructors will attend a training session with our corporate reading coaches for the elearn program. **Person:** Jeff Smith

Aug 20, 2013: Every three weeks, Language Arts instructors will give an elearn assignment. **Person:** Language Arts Instructors

Aug 20, 2013: Language Arts instructors will continue to implement the Accelerated Reader Program. **Person:** Language Arts Instructors

Aug 23, 2013: After every assignment, Language Arts instructors will assess student progress through the elearn program. **Person:** Language Arts Instructors

Dec 20, 2013: Student data will be recorded and analyzed to determine student progress with the elearn program. **Person:** Language Arts Instructors

Jan 6, 2014: Language Arts instructors will attend a training session with our corporate reading coaches for the elearn program. **Person:** Jeff Smith

May 23, 2014: Student data will be recorded and analyzed to determine student progress with the elearn program. **Person:** Language Arts Instructors

Encourage Rigorous Curriculum

Aug 16, 2013: Teachers will meet with the parents of High Ability students, EL and Special Education students in order to define expectations and curriculum development **Person:** Joyce Pasel

Aug 23, 2013: Principal will meet with teams weekly to discuss progress of High Ability, EL and Special education students **Person:** Greg Grostefon

Aug 23, 2013: Principal will meet with teams weekly to discuss the progress of High Ability, EL and Special Education students. **Person:** Greg Grostefon

Aug 23, 2013: Principal will review lesson plans monthly and encourage rigorous expectations for High Ability, EL and Special Education students **Person:** Greg Grostefon

Sep 3, 2013: Teachers will be encouraged to share ideas from visits and conferences with other staff members during staff meetings in order to continue high level growth and development of lesson plans **Person:** Teachers

Sep 6, 2013: Lesson plans will be reviewed monthly by Principal for inclusion of activities for all levels of abilities in the classroom **Person:** Greg Grostefon

Sep 6, 2013: Peer sharing at weekly team meetings and monthly staff meetings of conferences, successful classroom activities and visits **Person:** Teachers

FOCUS - Advisor/Advisee

Aug 16, 2013: Conduct a regular data conference with each student about his or her academic and behavioral progress. **Person:** Focus Teacher

Aug 16, 2013: Conduct at least one formal parent conference during the school year. **Person:** Focus Teacher

Aug 16, 2013: Daily tasks will include providing or facilitating remediation and/or extra help opportunities in ELA and math for each student. **Person:** Focus Teacher

Aug 16, 2013: During monthly faculty meetings, teacher will refine the advisor/advisee effectiveness in the classroom. **Person:** Teachers and Principal

Aug 16, 2013: Each day, Focus teachers will ensure that each student is working hard toward mastering core academic standards. **Person:** Focus Teacher

Aug 16, 2013: Each quarter Focus teachers will set and follow the academic and behavioral goals for the year. **Person:** Focus Teacher

Aug 16, 2013: Each week Focus teachers will ensure that all assigned work is completed. **Person:** Focus Teacher

Aug 16, 2013: Frequent meetings with reluctant students may be necessary in order to achieve students success. **Person:** Focus Teacher

Aug 16, 2013: Maintain regular contact with the parents of the Focus class. **Person:** Focus Teacher

Aug 16, 2013: Regularly participate in intramural activities. **Person:** Focus Teachers

Aug 16, 2013: Regularly provide anti-bullying instruction. **Person:** Focus Teacher

Aug 16, 2013: Teachers will share successful strategies for student success during faculty meetings and team meetings with the principal. **Person:** Teachers and Principal

Jan 13, 2014: During the first semester faculty meetings, teachers will discuss concerns and modifications necessary to achieve student success. **Person:** Teachers and Principal

May 15, 2014: Students will participate in an evaluative survey in order to assess the effectiveness of the Focus class. **Person:** Joyce Pasel

May 28, 2014: During the second semester faculty meetings, teachers will discuss concerns and modifications necessary to achieve student success. **Person:** Teachers and Principal

Focused Academic Area

Aug 13, 2013: During the staff meeting, administration will assure language arts instructors they will have support in planning and addressing instructor concerns. **Person:** Robert Iles

Aug 13, 2013: During the staff meeting, administration will assure mathematics instructors they will have support in planning and address instructor concerns. **Person:** Robert Iles

Aug 13, 2013: Provide Acuity training for staff. **Person:** Robert Iles

Aug 13, 2013: Provide Acuity training for staff. **Person:** Robert Iles

Aug 19, 2013: Language Arts instructors will give the corporation writing prompt. **Person:** Instructors

Sep 3, 2013: Language Arts instructors will record results from the corporation writing prompt in the Summatives Folder. **Person:** Instructors

Sep 16, 2013: Language Arts instructors will give the Acuity Predictive Test. **Person:** Instructors

Sep 17, 2013: Mathematics instructors will give the Acuity Predictive Test. **Person:** Instructors

Sep 30, 2013: Language Arts instructors will analyze student mastery of the Predictive Test. **Person:** Instructors

Oct 1, 2013: Mathematics instructors will analyze student mastery of the Predictive Test. **Person:** Instructors

Oct 21, 2013: Language Arts instructors will give the corporation writing prompt. **Person:** Instructors

Nov 4, 2013: Language Arts instructors will record results from the corporation writing prompt in the Summatives Folder. **Person:** Instructors

Nov 18, 2013: Language Arts instructors will give the Acuity Predictive Test. **Person:** Instructors

Nov 19, 2013: Mathematics instructors will give the Acuity Predictive Test. **Person:** Instructors

Dec 2, 2013: Language Arts instructors will analyze student mastery of the Predictive Test. **Person:** Instructors

Dec 3, 2013: Mathematics instructors will analyze student mastery of the Predictive Test. **Person:** Instructors

Dec 20, 2013: Collect fall data: % of teachers who analyze benchmark and predictive test data to guide instruction. **Person:** Robert Iles

Dec 20, 2013: Collect fall data: % of teachers who analyze benchmark and predictive test data to guide their instruction. **Person:** Robert Iles

Jan 6, 2014: Provide Acuity training for staff. **Person:** Brandi Rozzi

Jan 6, 2014: Provide Acuity training for staff. **Person:** Brandi Rozzi

Jan 13, 2014: Language Arts instructors will give the corporation writing prompt. **Person:** Instructors

Jan 27, 2014: Language Arts instructors will record results from the corporation writing prompt in the Summatives Folder. **Person:** Instructors

Feb 3, 2014: Language Arts instructors will give the Acuity Predictive Test. **Person:** Instructors

Feb 4, 2014: Mathematics instructors will give the Acuity Predictive Test. **Person:** Instructors

Feb 18, 2014: Language Arts instructors will analyze student mastery of the Predictive Test. **Person:** Instructors

Feb 19, 2014: Mathematics instructors will analyze student mastery of the Predictive Test. **Person:** Instructors

Mar 31, 2014: Language Arts instructors will give the corporation writing prompt. **Person:** Instructors

Apr 14, 2014: Language Arts instructors will record results from the corporation writing prompt in the Summatives Folder. **Person:** Instructors

May 23, 2014: Collect spring data: % of teachers who analyze benchmark and predictive test data to guide instruction. **Person:** Robert Iles

May 23, 2014: Collect spring data: % of teachers who analyze benchmark and predictive test data to guide their instruction. **Person:** Robert Iles

Focused Student Group

- May 10, 2013:** Meet with the seventh grade team to determine the EL students who are in need of additional support in the areas of math, language arts, and/or Newcomers for their eighth grade school year. **Person:** Leanne Little, seventh grade team, Stephanie Voorhees
- May 10, 2013:** Meet with the sixth grade team to determine the EL students who are in need of additional support in the areas of math, language arts, and/or Newcomers for their seventh grade school year. **Person:** Leanne Little, sixth grade team, Stephanie Voorhees
- May 15, 2013:** Meet with EL Coordinator to look at the ISTEP results of the current fifth grade students to determine the incoming 6th grade roster for ELD classes in the fall. **Person:** Leanne Little, Emily Graham, Elisa Banuelos, Stephanie Voorhees
- May 28, 2013:** Identify students who meet the requirements to be included in this class. **Person:** Lead instructor, Building level elementary principals, counselor
- Aug 1, 2013:** Informational letter will be shared with parents at registration regarding the criteria for placement into EL classes. **Person:** Leanne Little, Fatima Franco
- Aug 2, 2013:** Send an informational letter to parents at the beginning of the year explaining why their child was placed in this class. **Person:** instructor
- Aug 5, 2013:** Secure a universal screening test that will be given to students during the first week of school. **Person:** instructor
- Aug 15, 2013:** Math and Language Arts' teachers will submit lesson plans on a weekly basis to EL staff to support direct instruction. **Person:** Leanne Little, Math Teachers, Language Arts Teachers
- Aug 15, 2013:** Meet with content-area teachers to discuss curriculum maps for the 2013-2014 school year. **Person:** Leanne Little, Language Arts Teachers, Math Teachers
- Aug 19, 2013:** Administer baseline tests in language arts and math to establish a starting point for instruction. **Person:** instructor
- Aug 19, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Aug 26, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Aug 30, 2013:** Communicate on a monthly basis with parents to give an update on the progress of their child. **Person:** instructor
- Sep 2, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Sep 9, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Sep 16, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Sep 23, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Sep 30, 2013:** Collect fall data - ISTEP scores, LAS Links results and IRI reading levels **Person:** Leanne Little
- Sep 30, 2013:** Communicate on a monthly basis with parents to give an update on the progress of their child. **Person:** instructor
- Sep 30, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Oct 7, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Oct 8, 2013:** Provide Monthly updates to grade level teams regarding progress of EL students **Person:** Leanne Little
- Oct 8, 2013:** record and track students' results on the Acuity Predictive tests **Person:** Leanne Little
- Oct 14, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Oct 21, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Oct 28, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Oct 30, 2013:** Communicate on a monthly basis with parents to give an update on the progress of their child. **Person:** instructor
- Nov 4, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Nov 11, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor
- Nov 18, 2013:** Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class. **Person:** instructor

Nov 25, 2013: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Nov 30, 2013: Communicate on a monthly basis with parents to give an update on the progress of their child. **Person:** instructor

Dec 2, 2013: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Dec 9, 2013: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Dec 10, 2013: record and track students' results on the Acuity Predictive tests **Person:** Leanne Little

Dec 12, 2013: Meet with content-area teachers to discuss curriculum maps for the 2013-2014 school year. **Person:** Leanne Little, Math Teachers, Language Arts Teachers

Dec 16, 2013: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Dec 20, 2013: Collect data on assessments in math, language arts, acuity, and ISTEP to track performance of students.
Person: instructor

Dec 23, 2013: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Dec 30, 2013: Communicate on a monthly basis with parents to give an update on the progress of their child. **Person:** instructor

Dec 30, 2013: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Jan 6, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Jan 13, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Jan 20, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Jan 27, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Jan 30, 2014: Communicate on a monthly basis with parents to give an update on the progress of their child. **Person:** instructor

Feb 3, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Feb 10, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Feb 11, 2014: record and track students' results on the Acuity Predictive tests **Person:** Leanne Little

Feb 17, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Feb 24, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Mar 2, 2014: Communicate on a monthly basis with parents to give an update on the progress of their child. **Person:** instructor

Mar 3, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Mar 10, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Mar 17, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Mar 24, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Mar 31, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Apr 2, 2014: Communicate on a monthly basis with parents to give an update on the progress of their child. **Person:** instructor

Apr 7, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Apr 14, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Apr 21, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

Apr 28, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.
Person: instructor

May 2, 2014: Communicate on a monthly basis with parents to give an update on the progress of their child. **Person:** instructor

May 5, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.

Person: instructor

May 12, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.

Person: instructor

May 14, 2014: Collect spring data - ISTEP scores, LAS Links results and IRI reading levels **Person:** Leanne Little

May 19, 2014: Plan weekly lessons following an RTI model to meet the individual needs of the students placed in the class.

Person: instructor

May 23, 2014: Collect data on assessments in math, language arts, acuity, and ISTEP to track performance of students

Person: instructor

Professional Development Summary

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

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

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

CMS Literacy Initiative

Language Arts instructors will attend a training session with our corporate reading coaches for the

Brief Description: Review elearn and demonstrate how the program will be implemented in the classroom.

Intended Participants: Teachers, Administrators

Date: Aug 13, 2013

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

Activity Format: Talk to, Presentation, Study Group, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Language Arts instructors will attend a training session with our corporate reading coaches for the

Brief Description: Discuss elearn and data obtainment process.

Intended Participants: Teachers, Administrators

Date: Jan 6, 2014

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

Activity Format: Talk to, Presentation, Study Group, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

FOCUS - Advisor/Advisee

During monthly faculty meetings, teacher will refine the advisor/advisee effectiveness in the classr

Brief Description: During monthly faculty meetings, teacher will refine the advisor/advisee effectiveness in the classroom.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 16, 2013

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

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

Funding:

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum

Peer sharing at weekly team meetings and monthly staff meetings of conferences, successful classroom

Brief Description: Peer sharing of conferences attended, successful activities and school visits

Intended Participants: Teachers, Administrators

Date: Sep 6, 2013

Activity Purpose: Information, Skill Building, Feedback/Support

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

Funding:

Does this activity occur during the school day? Yes

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

Provide Acuity training for staff.

Brief Description: Provide an overview of the Acuity system as well as features useful in the collection and analyzing of data.

Intended Participants: Teachers, Administrators

Date: Aug 13, 2013

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

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Provide Acuity training for staff.

Brief Description: Brandi will update the staff on any new reports or data collection means within the Acuity system.

Intended Participants: Teachers, Administrators

Date: Jan 6, 2014

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

Activity Format: Talk to, Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Frequent Assessment - Math

Provide Acuity training for staff.

Brief Description: Provide an overview of the Acuity system as well as features useful in the collection and analyzing of data.

Intended Participants: Teachers, Administrators

Date: Aug 13, 2013

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

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Provide Acuity training for staff.

Brief Description: Brandi will update the staff on any new reports or data collection means within the Acuity system.

Intended Participants: Teachers, Administrators

Date: Jan 6, 2014

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

Activity Format: Talk to, Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: Intensive Focused Instruction - Basic Skills Attainment

No professional development is needed for this strategy.

U. Focused Student Group: Intensive Focused Instruction - EL Students

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

Strategies to Impact This Concern:

- CMS Literacy Initiative
- FOCUS - Advisor/Advisee
- I. Focused Academic Area: Frequent Assessment - Lang. Arts
- I. Focused Academic Area: Frequent Assessment - Math
- U. Focused Student Group: Intensive Focused Instruction - EL Students
- U. Focused Student Group: Intensive Focused Instruction - Special Needs Students
- U. Focused Student Group: Intensive Focused Instruction - Basic Skills Attainment

We are concerned that... that students need to receive more weekly feedback on work

Data Targets Influenced by This Concern:

- 6th Gr. Students -- % Passing Math Problem Solving Standard
- 6th Gr. Students -- % Passing Nonfiction/Info Text Standard
- 7th Gr. Students -- % Passing Math Problem Solving Standard
- 7th Gr. Students -- % Passing Nonfiction/Info Text Standard
- 8th Gr. Students -- % Passing Math Problem Solving Standard
- 8th Gr. Students -- % Passing Nonfiction/Info Text Standard
- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing

Strategies to Impact This Concern:

- FOCUS - Advisor/Advisee
- U. Focused Student Group: Intensive Focused Instruction - Basic Skills Attainment

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

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

Strategies to Impact This Concern:

- CMS Literacy Initiative
- F. Encourage Rigorous Curriculum

G. Attendance (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

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 6th Gr. Students -- % Passing Math Problem Solving Standard
- 6th Gr. Students -- % Passing Nonfiction/Info Text Standard
- 7th Gr. Students -- % Passing Math Problem Solving Standard
- 7th Gr. Students -- % Passing Nonfiction/Info Text Standard
- 8th Gr. Students -- % Passing Math Problem Solving Standard
- 8th Gr. Students -- % Passing Nonfiction/Info Text Standard
- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing

Strategies to Impact This Concern:

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

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- U. Focused Student Group: Intensive Focused Instruction - Basic Skills Attainment
- U. Focused Student Group: Intensive Focused Instruction - EL Students
- U. Focused Student Group: Intensive Focused Instruction - Special Needs Students

X. Graduation Plan (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
- EL Students -- % passing ISTEP LA
- EL Students -- % 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?	Main Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. 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 follow up on chronic absentees with our local Family Opportunity Center, the local police through our School Resource Officer, and with the County Prosecutor's Office.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity Predictive Tests - Acuity Predictive Assessments indicate student growth and progress relative to your end-of-year goals and state accountability exams. Acuity Predictive Assessments provide immediate actionable data and are linked to instructional resources for further practice and intervention relative to key state content standards.</p> <p>The Informal Reading Inventory (IRI), is an individually administered survey designed to help determine a student's reading instructional needs. Student performance on the IRI will help us determine the instructional level and the amount and kind of support the student is likely to need.</p> <p>The IRI will help to assess a student's strengths and needs in word recognition, word meaning, reading strategies, and comprehension.</p> <p>Classroom Benchmark Assessments - Each teacher has developed common assessments that provide formative data to guide classroom instruction.</p>

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2014-2015 school year