

School Improvement Plan - 2014-2015

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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:



American Student Achievement Institute
3925 E. Hagan St. Suite 105
Bloomington, IN 47401
Phone: 812-349-4142
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 American 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:

- American Student Achievement Institute
- Indiana Rules and Regulations
- Focus

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

- Greg Grostefon
- Robert Iles
- Leanne Little
- Tawnie Martin
- Sally McAndrews
- Joyce Pasel
- Heather Pearson
- 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
- Ted Franklin - Community
- Emily Graham - Education
- Melanie Green - Community
- Milt Hess - Community/Education
- Scott Kraud - Community/Education
- Dawn Long - Elem. Guidance
- Dave McClure - Community/Education
- Mike McCord - Community/Education
- Cinda Milan - Education - Spec. Needs
- Andy Minks - Parent
- Kelly Minks - Parent/Steering Team
- Marci Miracle - Parent
- Tammy Remley - High School Guidance
- Jeff Smith - Community/Education
- 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 Literary Text Standard

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			69%	72%		75%		78%		81%		100%

6th Gr. Students - % Passing Math Computation Standard

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			75%	78%		81%		84%		87%		100%

7th Gr. Students - % Passing Math Number Sense Standard

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			63%	66%		69%		72%		75%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	71%	74%	59%	62%		65%		68%		71%		100%

8th Gr. Students - % Passing Math Computation Standard

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			70%	73%		76%		79%		81%		100%

8th Gr. Students - % Passing Vocabulary Standard

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			66%	69%		72%		75%		78%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	67%	70%	65%	73%		76%		78%		81%		100%

All ISTEP tests - % of all ISTEP Math tests passing

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86%	68%	71%	72%	74%		77%		79%		81%		100%

EL Students - % passing ISTEP LA

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53%	44%	50%	46%	50%		53%		56%		59%		100%

EL Students - % passing ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%	48%	53%	53%	56%		59%		62%		65%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	60%	64%	60%	63%		66%		69%		72%		100%

F/R lunch students - % passing ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	59.6%	63%	66%	69%		72%		75%		78%		100%

Comprehensive 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.

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

We are concerned that... Our school encourages a Rigorous Curriculum for all students

We are concerned that... Our school maintains an expectation of good attendance

We are concerned that... we provide instruction in focused Academic Areas - Math and Lang. Arts

We are concerned that... we focus on the needs of specific student groups in our school

We are concerned that... we provide a beginning Graduation Plan for all students

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:

Strategies

Advisory

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 (Advisory) teacher will utilize the first and ninth periods of each day to:

1. Ensure that each student has set ambitious academic goals for the year
2. Ensure that each student is working hard toward mastering core academic standards
3. Track each student's academic progress including daily reminders of assignments to be completed.
4. Conduct a brief weekly data conference with each student about his or her progress
5. Provide anti-bullying instruction
6. Establish parent contact at the beginning of the year and conduct at least one conference during the year.

Teachers will receive training to develop the skills needed to complete this important role as effectively as possible.

Impact Level: High Impact - Inside

Focus: Specific

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

CMS Literacy Initiative

Existing Language Arts (ELA) classes will continue to be double-blocked, utilizing both ELA teachers per grade level. Each teacher will be responsible for one-half of the students per grade level. All ELA classes will focus on computer-based writing strategies for the coming year. Sixth grade ELA teachers will continue to focus on the Journeys reading series. Seventh and eighth grade ELA teachers will adopt and implement their new literature-based reading series. ELA teachers will use data from their reading series, Acuity, benchmark, unit tests, and Six Traits writing to ensure the best teaching practices are being utilized. ELA teachers will use pre- and post-test assessments to inform instruction. ELA teachers will continue to use Accelerated Reader, Corporation-wide academic vocabulary lists, and Corporation-wide reading prompts. ELA teachers will continue to meet to review data and to ensure the best instructional strategies are being used and developed.

Impact Level: High Impact - Inside

Focus: Specific

CMS Numeracy Initiative

Existing mathematics classes on each grade level will be combined and double-blocked. Additional staff will be added so that each grade level has two math teachers. 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. Preparation periods will be split in such a way that the six math teachers will meet over two different periods (three each in grades 6,7, and 8) for a common prep time during which the vertical articulation of assessments, unit and lesson plans, and instructional strategies will be developed. Sixth grade Math teachers will utilize Rocket Math to ensure the daily practice of math facts. All grade level teachers will use lessons from the Prentice Hall mathematics books, Moby Max, Daily Math warm-ups, Acuity resources, benchmark tests, and weekly quizzes to gather data and ensure understanding of the curriculum with all students. Math teachers will use pre-and post-test assessments to inform instruction. Math teachers will continue to meet with a data coach to review data and to discuss best instructional practices.

Impact Level: High Impact - Inside

Focus: Specific

Effective Instruction

We believe that effective instruction can significantly improve student achievement. It is our ultimate aim to change our school culture to one of high expectations, no excuses, explicit, purposeful, and intentional instruction while increasing our knowledge of instructional best practice. Beginning with the second semester of 2013-2014 and continuing through 2014-2015, CMS teachers will attend a series of workshops designed by consultant Nancy Meyer Brown. Special attention will be paid to the following: 1. Factors that influence learning (student, teacher, school) and best practice instructional techniques 2. Centered discussion and agreement regarding a shared common language about how to do school, high expectations for learning, and consistent procedures, routines and protocols which support a productive learning environment. 3. Preparing educators to be skillful users of educational research; 4. Studying, discussing, and collaborating before adopting improvement strategies; 5. Participating in a variety of learning strategies; 6. Using technology as a supportive structure; 7. Organizing collaborative work, building assessment literacy, sharing data (questions, trends, conversations), and digging into learning.

Impact Level: High Impact - Inside

Focus: Specific

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, while sheltered EL classes are offered for students in levels 1-3. 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

Focused Academic Area - ELA

Language Arts instructors (grades 6, 7, and 8) will use results from the three administrations of the Acuity Predictive Test as well as teacher-created benchmark tests to provide information on student mastery, partial mastery, and non-mastery of Indiana Academic Standards. Consistent review of results by teachers and administrators will be used to determine students who need extra help. These students will be candidates for remediation. The data will also be used by teachers to drive instruction in the classroom.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Mathematics

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, and non-mastery of Indiana Academic Standards. Consistent review of results by teachers and administrators will be used to determine students who need extra help. These students will be candidates for remediation. The data will also be used by teachers to drive instruction in the classroom.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group

All Level 1 EL students will be scheduled into a double block "Newcomers" class, which will focus on reading, writing, listening and speaking in English. All EL students, Levels 2-4, who did not pass English Language Arts ISTEP, will be scheduled into an additional block of English Language Development time. The ELD classes will be taught by a licensed teacher with the use of specially designed text and instructional materials. The emphasis in these classes will be placed on developing academic English, vocabulary and language structures, as well as specific grade level standards.

Impact Level: High Impact - Inside

Focus: Specific

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

Remediation

Using the last period of the day, ELA and Math teachers on each grade level will provide standards-deficit instruction for students. Student identification and placement will be based on ISTEP, Acuity and classroom data. Based on student need and growth, student lists will be reviewed and revised. Remediation curriculum will consist of online basic skills practice (Moby Max), Acuity Instructional Resources and direct instruction by Math and Language Arts teachers. Students will remediate in two-week intervals based on individual need (Math direct/Math lab, English lab/English direct, or English Lab/Math Lab). In addition, two instructional assistants will facilitate individual student instruction on a pull-out basis.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

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.

Advisory

Aug 11, 2014: Administration will meet with teachers to outline the Focus guidelines. **Person:** Faith Jones / Sally McAndrews
Aug 11, 2014: Instructors will make an introductory call to parents explaining the Focus period. **Person:** Instructors
Aug 12, 2014: Instructors will maintain regular contact with parents of the Focus class. **Person:** Instructors
Aug 15, 2014: Each quarter, instructors will set and follow the academic and behavioral goals for the year. **Person:** Instructors
Aug 15, 2014: Instructors will conduct a regular data conference with each student to discuss academic and behavioral goals for the year. **Person:** Instructors
Aug 15, 2014: Instructors will develop and display a list of Focus expectations using student input. **Person:** Instructors
Aug 18, 2014: Each day, instructors will remind students of daily work assigned that are required for mastery of core academic standards. **Person:** Instructors
Aug 18, 2014: Instructors will help facilitate intramural activities. **Person:** Instructors
Aug 18, 2014: Instructors will meet with reluctant students as necessary in order to achieve student success. **Person:** Instructors
Aug 19, 2014: Each week, instructors will provide anti-bullying instruction. **Person:** Instructors
Sep 2, 2014: During monthly faculty meetings, teachers will discuss concerns and modifications necessary to achieve student success. **Person:** Instructors
Sep 8, 2014: During monthly faculty meetings, instructors will share successful strategies for student success. **Person:** Instructors
Oct 28, 2014: Instructors will schedule and conduct parent teacher conferences. **Person:** Instructors
May 18, 2015: Students will participate in an evaluative survey to assess the effectiveness of Focus. **Person:** Faith Jones / Sally McAndrews

CMS Literacy Initiative

Aug 11, 2014: 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, 2014: Language Arts instructors will continue to implement the Accelerated Reader Program. **Person:** Instructors
Aug 15, 2014: Language Arts instructors will implement a computer based, weekly quiz which includes two essay questions. **Person:** Instructors
Sep 2, 2014: Language Arts instructors will meet with administrators to review data and progress with the new reading series. **Person:** Mistine Weisenburger / Jeff Smith
Oct 6, 2014: Language Arts instructors will meet with administrators to review data and progress with the new reading series. **Person:** Mistine Weisenburger / Jeff Smith
Nov 3, 2014: Language Arts instructors will meet with administrators to review data and progress with the new reading series. **Person:** Mistine Weisenburger / Jeff Smith
Dec 1, 2014: Language Arts instructors will meet with administrators to review data and progress with the new reading series. **Person:** Mistine Weisenburger / Jeff Smith
Dec 19, 2014: Student data will be recorded and analyzed to determine student progress with the pre/post tests. **Person:** Instructors
Jan 5, 2015: Language Arts instructors will meet with administrators to review data and progress with the new reading series. **Person:** Mistine Weisenburger / Jeff Smith
Feb 2, 2015: Language Arts instructors will meet with administrators to review data and progress with the new reading series. **Person:** Mistine Weisenburger / Jeff Smith
Mar 2, 2015: Language Arts instructors will meet with administrators to review data and progress with the new reading series. **Person:** Mistine Weisenburger / Jeff Smith

Apr 6, 2015: Language Arts instructors will meet with administrators to review data and progress with the new reading series. **Person:** Mistine Weisenburger / Jeff Smith
May 4, 2015: Language Arts instructors will meet with administrators to review data and progress with the new reading series. **Person:** Mistine Weisenburger / Jeff Smith
May 27, 2015: Student data will be recorded and analyzed to determine student progress with the pre/post tests. **Person:** Instructors

CMS Numeracy Initiative

Aug 11, 2014: Administration will meet with Math instructors to ensure them that they will have support and available resources to implement the CMS Numeracy Initiative. **Person:** Heather Pearson
Aug 13, 2014: Math instructors will continue to implement the Moby Max Program on a weekly basis.. **Person:** Math instructors
Aug 13, 2014: Math instructors will give a benchmark test every 3 weeks throughout the school year. **Person:** Math instructors
Aug 13, 2014: Math instructors will give weekly quizzes to ensure understanding of Math standards. **Person:** Math instructors
Aug 13, 2014: Math instructors will use Daily Math Warm up activities. **Person:** Math instructors
Aug 13, 2014: Sixth grade Math instructors will implement Rocket Math on a weekly basis until Math facts are mastered. **Person:** Sixth Grade Math instructors
Nov 10, 2014: Math instructors will meet with the administrators to review data after an Acuity Predictive test is given. **Person:** Mistine Weisenburger/Heather Pearson
Dec 19, 2014: Student data will be recorded and analyzed to determine student progress with the pre/post tests. **Person:** Math instructors
Dec 19, 2014: Student data will be recorded and analyzed to determine student progress with the pre/post tests. **Person:** Math instructors
May 27, 2015: Student data will be recorded and analyzed to determine student progress with the pre/post tests. **Person:** Math instructors
May 27, 2015: Student data will be recorded and analyzed to determine student progress with the pre/post tests. **Person:** Math instructors

Effective Instruction

May 12, 2014: Staff will meet with Nancy Meyer Brown, Educational consultant and establish specific implementation strategies for upcoming school year **Person:** Greg Grostefon
Aug 11, 2014: One-to-one Implementation/Teacher Effectiveness Professional Development Day **Person:** Greg Grostefon
Aug 11, 2014: One-to-one Implementation/Teacher Effectiveness Professional Development Day **Person:** Greg Grostefon
Sep 15, 2014: Meet with teachers and discuss implementation of educational strategies as needed **Person:** Greg Grostefon
Oct 13, 2014: Corporation Teacher Professional Development Day **Person:** Greg Grostefon
Oct 13, 2014: TBA Corporation Teacher Professional Development Day **Person:** Greg Grostefon
Oct 20, 2014: Meet with teachers and discuss implementation of educational strategies as needed **Person:** Greg Grostefon
Nov 17, 2014: Meet with teachers and discuss implementation of educational strategies as needed **Person:** Greg Grostefon
Dec 15, 2014: Meet with teachers and discuss implementation of educational strategies as needed **Person:** Greg Grostefon
Jan 5, 2015: Corporation Teacher Professional Development Day **Person:** Greg Grostefon
Jan 5, 2015: TBA Corporation Teacher Professional Development Day **Person:** Greg Grostefon
Jan 19, 2015: Meet with teachers and discuss implementation of educational strategies as needed **Person:** Greg Grostefon
Feb 16, 2015: Meet with teachers and discuss implementation of educational strategies as needed **Person:** Greg Grostefon
Mar 16, 2015: Meet with teachers and discuss implementation of educational strategies as needed **Person:** Greg Grostefon
Apr 15, 2015: Principal will evaluate staff effectiveness through normal evaluation procedures and testing results **Person:** Greg Grostefon
Apr 20, 2015: Meet with teachers and discuss implementation of educational strategies as needed **Person:** Greg Grostefon

Encourage Rigorous Curriculum

Aug 15, 2014: Teachers will meet with the parents of High Ability students, EL and Special Education students in order to define expectations and curriculum development **Person:** Teachers
Aug 22, 2014: Principal will meet with teams weekly to discuss progress of High Ability, EL and Special Educaiton students **Person:** Greg Grostefon
Aug 22, 2014: Principal will meet with teams weekly to discuss the progresss of High Ability, EL and Special Educations students. **Person:** Greg Grostefon
Aug 22, 2014: Principal will review lesson plans monthly and encourage rigorous expectations for High Ability, EL and Special Education students **Person:** Greg Grostefon

Sep 3, 2014: 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 8, 2014: Lesson plans will be reviewed monthly by Principal for inclusion of activities for all levels of abilities in the classroom **Person:** Greg Grostefon
Sep 8, 2014: Peer sharing at weekly team meetings and monthly staff meetings of conferences, successful classroom activities and visits **Person:** Teachers

Focused Academic Area - ELA

Aug 11, 2014: During the staff meeting, administration will assure language arts instructors they will have support in planning and address instructor concerns. **Person:** Robert Iles
Aug 11, 2014: Provide Acuity training for staff. **Person:** Robert Iles
Aug 18, 2014: Language Arts instructors will give the corporation writing prompt. **Person:** Instructors
Sep 2, 2014: Language Arts instructors will enter the results from the corporation writing prompt in Inform. **Person:** Instructors
Sep 23, 2014: Language Arts instructors will give the Acuity Predictive Test. **Person:** Instructors
Sep 30, 2014: Language Arts instructors will analyze student mastery of the Acuity Predictive Test. **Person:** Instructors
Oct 20, 2014: Language Arts instructors will give the corporation writing prompt. **Person:** Instructors
Nov 3, 2014: Language Arts instructors will enter the results from the corporation writing prompt in Inform. **Person:** Instructors
Nov 25, 2014: Language Arts instructors will give the Acuity Predictive Test. **Person:** Instructors
Dec 2, 2014: Language Arts instructors will analyze student mastery of the Acuity Predictive Test. **Person:** Instructors
Dec 19, 2014: Collect fall data: percent of teachers who analyze benchmark and predictive test data to guide their instruction. **Person:** Robert Iles
Jan 5, 2015: Provide Acuity training for staff. **Person:** Brandi Rozzi / Robert Iles
Jan 12, 2015: Language Arts instructors will give the corporation writing prompt. **Person:** Instructors
Jan 26, 2015: Language Arts instructors will enter the results from the corporation writing prompt in Inform. **Person:** Instructors
Feb 10, 2015: Language Arts instructors will give the Acuity Predictive Test. **Person:** Instructors
Feb 17, 2015: Language Arts instructors will analyze student mastery of the Acuity Predictive Test. **Person:** Instructors
Mar 30, 2015: Language Arts instructors will give the corporation writing prompt. **Person:** Instructors
Apr 13, 2015: Language Arts instructors will enter the results from the corporation writing prompt in Inform. **Person:** Instructors
May 22, 2015: Collect spring data: percent of teachers who analyze benchmark and predictive test data to guide their instruction. **Person:** Robert Iles

Focused Academic Area - Mathematics

Aug 11, 2014: During the staff meeting, administration will assure mathematics instructors they will have support in planning and address instructor concerns. **Person:** Robert Iles
Aug 11, 2014: Provide Acuity training for staff. **Person:** Robert Iles
Sep 23, 2014: Mathematics instructors will give the Acuity Predictive Test. **Person:** Instructors
Sep 30, 2014: Mathematics instructors will analyze student mastery of the Acuity Predictive Test. **Person:** Instructors
Nov 25, 2014: Mathematics instructors will give the Acuity Predictive Test. **Person:** Instructors
Dec 2, 2014: Mathematics instructors will analyze student mastery of the Acuity Predictive Test. **Person:** Instructors
Dec 19, 2014: Collect fall data: percent of teachers who analyze benchmark and predictive test data to guide their instruction. **Person:** Robert Iles
Jan 5, 2015: Provide Acuity training for staff. **Person:** Brandi Rozzi / Robert Iles
Feb 10, 2015: Mathematics instructors will give the Acuity Predictive Test. **Person:** Instructors
Feb 17, 2015: Mathematics instructors will analyze student mastery of the Acuity Predictive Test. **Person:** Instructors
May 22, 2015: Collect spring data: percent of teachers who analyze benchmark and predictive test data to guide their instruction. **Person:** Robert Iles

Focused Student Group

Jun 2, 2014: Meet with the EL Coordinator to look at the ISTEP results of the current fifth grade students to determine the incoming 6th grade students in need of intensive remediation. **Person:** Leanne Little
Jun 2, 2014: Meet with the school counselor to go over ISTEP results and determine which students need intensive remediation for the 2014-15 school year. **Person:** Leanne Little
Aug 18, 2014: Informational letter will be sent home to students explaining the purpose of the intensive remediation. **Person:** Leanne Little
Aug 18, 2014: Language Arts teachers will submit lesson plans on a weekly basis to EL staff to support direct intensive remediation. **Person:** Language Arts Teachers: 6th, 7th, 8th grades

Sep 15, 2014: Provide monthly updates to grade level teams regarding progress of EL students. **Person:** Leanne Little
Sep 17, 2014: Record and Track students' results on the Acuity Predictive tests A,B, and C **Person:** Leanne Little
Sep 22, 2014: Meet with Language Arts teachers to discuss curriculum maps for the 2014-15 school year. **Person:** Leanne Little
Sep 29, 2014: Collect fall data - ISTEP scores, LAS links results and IRI reading levels **Person:** Leanne Little
Dec 2, 2014: Record and Track students' results on the Acuity Predictive tests A,B, and C **Person:** Leanne Little
Feb 27, 2015: Record and Track students' results on the Acuity Predictive tests A,B, and C **Person:** Leanne Little
Jun 5, 2015: Collect Spring Data - ISTEP scores, LAS Links Results and IRI reading levels **Person:** Leanne Little

Remediation

Aug 10, 2014: Administrators will meet with instructors to address concerns and provide support in implementing remediation. **Person:** Tawnie Martin / Greg Grostefon
Aug 10, 2014: Math and Language Arts instructors will analyze 2013-2014 ISTEP scores and data. **Person:** Instructors/Greg Grostefon/Mistine Weisenberger
Aug 10, 2014: Students will be placed into math and Language Arts remediation Focus/ReFocus groups. **Person:** Instructors/Greg Grostefon/Mistine Weisenberger
Aug 11, 2014: Provide Acuity and Moby Max training for staff **Person:** Robert Iles/Brandi Rozzi
Sep 1, 2014: Students will complete Moby Max placement test in math and Language Arts. **Person:** Remediation Instructors
Sep 23, 2014: Math and Language Arts instructors will give the Acuity Predictive Test A. **Person:** Instructors
Sep 30, 2014: Collect data from Acuity Predictive A. **Person:** Math/Language Arts Teachers
Sep 30, 2014: Math and Language Arts instructors will analyze student mastery of the Acuity Predictive Test A. **Person:** Instructors/Mistine Weisenberger
Nov 25, 2014: Math and Language Arts instructors will give the Acuity Predictive Test B. **Person:** Instructors
Dec 2, 2014: Collect data from Acuity Predictive B. **Person:** Math/Language Arts Teachers
Dec 2, 2014: Math and Language Arts instructors will analyze student mastery of the Acuity Predictive Test B and adjust remediation as necessary.. **Person:** Instructors/Mistine Weisenberger
Jan 5, 2015: Provide Acuity and Moby Max training for staff **Person:** Robert Iles/Brandi Rozzi
Feb 10, 2015: Math and Language Arts instructors will give the Acuity Predictive Test C. **Person:** Instructors
Feb 17, 2015: Collect data from Acuity Predictive C. **Person:** Math/Language Arts Teachers
Feb 17, 2015: Math and Language Arts instructors will analyze student mastery of the Acuity Predictive Test C and adjust remediation as necessary.. **Person:** Instructors/Mistine Weisenberger

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Advisory

During monthly faculty meetings, teachers will discuss concerns and modifications necessary to achieve

Brief Description: Review focus guidelines and address problems or concerns by modifying problem areas.

Intended Participants: Teachers, Administrators

Date: Sep 2, 2014

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

CMS Literacy Initiative

Language Arts instructors will meet with administrators to review data and progress with the new rea

Brief Description: Monthly data meeting: Student data, reading series

Intended Participants: Teachers, Administrators

Dates: Sep 2, 2014; Oct 6, 2014; Nov 3, 2014; Dec 1, 2014; Jan 5, 2015; Feb 2, 2015; Mar 2, 2015; Apr 6, 2015; May 4, 2015

Activity Purpose: Information, Feedback/Support, Refinement

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

Funding:

Does this activity occur during the school day? Yes

CMS Numeracy Initiative

Math instructors will meet with the administrators to review data after an Acuity Predictive test is

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers

Date: Nov 10, 2014

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Effective Instruction

One-to-one Implementation/Teacher Effectiveness Professional Development Day

Brief Description: Teachers will attend a training on one-to-one implementation and a presentation on teacher effectiveness

Intended Participants: Teachers, Administrators

Date: Aug 11, 2014

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

TBA Corporation Teacher Professional Development Day

Brief Description: TBA Workshop

Intended Participants: Teachers, Administrators

Date: Oct 13, 2014

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? No

TBA Corporation Teacher Professional Development Day

Brief Description: TBA Workshop

Intended Participants: Teachers, Administrators

Date: Jan 5, 2015

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? No

Encourage Rigorous Curriculum

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

Brief Description: Peer-sharing of ideas, conferences and visits

Intended Participants: Teachers

Date: Sep 8, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching

Funding:

Does this activity occur during the school day? Yes

Focused Academic Area - ELA

Provide Acuity training for staff.

Brief Description: Tutorial of Acuity features and reporting.

Intended Participants: Teachers, Administrators

Date: Aug 11, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

Provide Acuity training for staff.

Brief Description: Tutorial of Acuity features and reporting.

Intended Participants: Teachers, Administrators

Date: Jan 5, 2015

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

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

Focused Academic Area - Mathematics

Provide Acuity training for staff.

Brief Description: Tutorial of Acuity features and reporting.

Intended Participants: Teachers, Administrators

Date: Aug 11, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

Provide Acuity training for staff.

Brief Description: Tutorial of Acuity features and reporting.

Intended Participants: Teachers, Administrators

Date: Jan 5, 2015

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

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

Focused Student Group

No professional development is needed for this strategy.

Remediation

Provide Acuity and Moby Max training for staff

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants:

Date: Aug 11, 2014

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

Provide Acuity and Moby Max training for staff

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants:

Date: Jan 5, 2015

Activity Purpose:

Activity Format:

Funding:

Does this activity occur during the school day? No

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.

We are concerned that... Extra Help/Extra Time is needed for Low Achieving Students

Data Targets Influenced by This Concern:

- 6th Gr. Students -- % Passing Literary Text Standard
- 6th Gr. Students -- % Passing Math Computation Standard
- 7th Gr. Students -- % Passing Math Number Sense Standard
- 7th Gr. Students -- % Passing Nonfiction/Info Text Standard
- 8th Gr. Students -- % Passing Math Computation Standard
- 8th Gr. Students -- % Passing Vocabulary Standard
- 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:

- Advisory
- CMS Literacy Initiative
- CMS Numeracy Initiative
- Encourage Rigorous Curriculum
- Focused Academic Area - ELA
- Focused Academic Area - Mathematics
- Focused Student Group
- Remediation

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

Data Targets Influenced by This Concern:

- 6th Gr. Students -- % Passing Literary Text Standard
- 6th Gr. Students -- % Passing Math Computation Standard
- 7th Gr. Students -- % Passing Math Number Sense Standard
- 7th Gr. Students -- % Passing Nonfiction/Info Text Standard
- 8th Gr. Students -- % Passing Math Computation Standard
- 8th Gr. Students -- % Passing Vocabulary 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:

- Advisory

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

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:

- Advisory
- Attendance
- Graduation Plan

We are concerned that... Our school encourages a Rigorous Curriculum for all 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
- 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:

- Effective Instruction
- Encourage Rigorous Curriculum

We are concerned that... Our school maintains an expectation of good attendance

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:

- Advisory
- Attendance

We are concerned that... we provide instruction in focused Academic Areas - Math and Lang. Arts

Data Targets Influenced by This Concern:

- 6th Gr. Students -- % Passing Literary Text Standard
- 6th Gr. Students -- % Passing Math Computation Standard
- 7th Gr. Students -- % Passing Math Number Sense Standard
- 7th Gr. Students -- % Passing Nonfiction/Info Text Standard
- 8th Gr. Students -- % Passing Math Computation Standard
- 8th Gr. Students -- % Passing Vocabulary 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:

- CMS Literacy Initiative
- CMS Numeracy Initiative
- Focused Academic Area - ELA
- Focused Academic Area - Mathematics
- Focused Student Group
- Remediation

We are concerned that... we focus on the needs of specific student groups in our school

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:

- CMS Literacy Initiative
- Effective Instruction
- Encourage Rigorous Curriculum
- Focused Academic Area - ELA
- Focused Academic Area - Mathematics
- Focused Student Group
- Remediation

We are concerned that... we provide a beginning Graduation Plan for all 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
- 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:

- Advisory
- Encourage Rigorous Curriculum
- 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 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 Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

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