

School Improvement Plan - 2011-2012

Generated on September 1, 2011 at 8:51 AM

Silver Creek Middle School (0781)

West Clark Community Schools

Sellersburg, 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>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 9
- Strategies 11
- Strategy Data 14
- To-Do List 16
- Professional Development Summary 18
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 20
- Force Field Excerpt 22
- Continuous Improvement Timeline 23

School Improvement Plan Introduction

Silver Creek 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

- Reid Bailey - Administrator
- John Cortie - Community Representative
- William B. Densford - Community Representative (Business)
- Al Eckert - Administrator
- Phillip Eckert - Parent/Guardian
- Jill Gerlach - School Counselor
- Gary Hawn - Teacher
- Dana Landers - Teacher
- Christy Nunn - Teacher
- Nicole Warren - School Counselor

Strategy Chairs

- Cindy Bradford
- Al Eckert
- Jill Gerlach
- Gary Hawn
- Christy Nunn
- Christy Nunn
- Julie Posante
- Nicole Warren
- Shallon Willen

Community Council

- Doug Coffman - School Board Member
- Brent Densford - Parent
- Kerri Eckert - business
- Phillip Eckert - parent
- Wendy Eckert - Business Person
- Tony Grider - parent
- Rose Istre - community liaison
- Cindy Mason - Parent
- Chad Nunn - Business
- Kristie Sullivan - parent

Vision Statement

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

We believe all students deserve:

We believe all students deserve a drug free, safe, clean, technologically modern, well-equipped, well-staffed and trained learning environment in which to perform. We believe all students deserve a respectful, caring school community, which encompasses family, peers, support staff, and teachers to provide our young adults with an atmosphere to realize their full potential and exceed mandated standards. We believe all students deserve positive opportunities and challenging curriculum to enhance educational endeavors.

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

All adults in our community are living by these core convictions daily and as a result show the following attitudes and actions. Silver Creek Middle School faculty members stress the importance of maintaining our safe school environment by providing a modern, technologically advanced physical environment for all students, as well as supporting a drug-free, safe, and clean building. Adults also provide instruction and outside opportunities that challenge and motivate students to learn, maximize their potential and accept responsibility for actions. By setting the examples themselves, faculty, staff and parents ensure students are given the respect they deserve, and students in turn are respectful to others.

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

In the environment where all adults are living by their core convictions, all students have high expectations of themselves. Students fully participate in the educational process by taking advantage of all opportunities to enhance learning. Students maintain and maximize the physical resources provided for their education and are respectful, positive role models. All students support a safe environment by abstaining from the use of drugs, alcohol, and tobacco, while exemplifying mature behavior in making rational, responsible decisions. As a result of living by these core convictions, students understand accountability for their actions. In the school where both students and adults are living to core convictions, 100% of the student body will achieve an A+ in citizenship, enroll in rigorous curriculum, complete all homework, master standards in all areas, pass ISTEP, and participate in extra-curricular athletic and academic activities.

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

- % of students who pass ISTEP in all tested grades.: 100%
- % of students who pass all core classes.: 100%
- % of students who pass language arts ISTEP in all tested grades.: 100%
- % of students who pass math ISTEP in all tested grades.: 100%
- % of students who enroll in and pass pre-algebra or higher in 8th grade.: 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.

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79.4%	77.2%	81.4%	82.1	83.4%		85.4%		87.4		89.4		100%

All Tested Grades - Percent Passing Reading Comprehension ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	73.3%	81%	77.6%	83%		85%		87%		89%		100%

Free or reduced lunch - Percent Passing Language Arts ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56.4%	67%	62.7%	69%		71%		81%		83%		100%

Special Education - Percent Passing Language Arts ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
51%	42.2%	55%	38	57%		59%		61%		63%		100%

Special Education - Percent Passing Math ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	70.4%	72%	64	74%		76%		78%		80%		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... Poverty is a growing issue

Mastery Grade Data and ISTEP data supports an achievement gap between our paid lunch and free and reduced lunch students. We need to continue to provide extra time and extra help for these students. We need to communicate with these parents as many of these parents are working when their children come home. We are especially concerned because in this economy our free and reduced population is increasing. We are also seeing poorer attendance among our free and reduced population. Communication is poorer. Sometimes due to work schedules parents can't afford to take phone calls or set up conferences during the school day. Poverty is really a major issue at our school.

We are concerned that... Student behavior is interfering with learning (classroom attendance and completing assignments)

Last year according to the faculty survey, student misbehavior and the lack of consistent consequences leads to an environment that is not conducive to learning. Thus student behavior is interfering with learning (classroom attendance and completing assignments).

We are concerned that... We need to create a more positive and productive school.

Much of this is coming from the state but many of the staff/administration see that we don't celebrate student achievement enough. Many cited that behavior expectations need to be communicated more effectively. Some cited that we don't communicate enough with parents. Teachers don't have time to communicate with each other. Teachers felt we needed to institute a positive school plan. Teachers expressed behavior problems in the classroom are not addressed.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

A Positive and Productive School Environment

Throughout the school year our school staff will 1) recognize positive student behavior and work; 2) emphasize the "instructional clock" for improved classroom management; 3) post character traits throughout the school; 4) follow a tiered behavior plan in conjunction with our building discipline code to promote more effective and consistent student behavior management by the teachers; 5) display school wide expectations of appropriate behavior in the hallways, classrooms, and cafeteria; and 6) improve communication between teachers and parents.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Acuity Testing

Predictive Acuity Testing will be used 3 times per year by the core teachers in each subject area. Teachers will use data to determine deficiencies and use Acuity produced materials to use to correct deficiencies.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Foreign Language (High School Credit)

We currently offer Spanish I for H.S. credit for our honors 7th grade students. This program was started in the 09-10 school year as an effort between the M.S. and the H.S. to provide students the opportunity to complete 6 years of Spanish. We also offer Spanish II for our 8th graders. Our 8th grade students also have the opportunity to walk to the High School and take French. The counselors determine who takes these courses based on student interest and student ranking on high ability criteria.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Students have opportunity to take selected high school courses for credit.

Our school offers students the opportunity to take Algebra I and II, Geometry, Spanish I and II, Computer Applications, and in some cases Freshmen Engineering for H.S. credit. Student participation in these courses is determined by the counselors based on teacher recommendation, and math placement tests taken as 5th graders also help counselors determine student placement in math courses. The H.S. counselors and principal also have been very cooperative in giving our students placement in the HS classes and scheduling a Spanish teacher to come to our school for two periods a day. We have a good working relationship with the high school and because of the close proximity of our buildings and cooperation our schools have been able to provide our students this unique and outstanding opportunity.

Impact Level: High Impact - Inside

Focus: General

G. Attendance

The following interventions are followed on attendance: 1. The school calls every student that is absent or the parent calls in and gives a reason for the absence. 2. Letters are sent out when a student has been absent 4 times in a semester. It is a notification letter that they are close to the corporation allowance of 7+ absences in a semester. 3. A letter is also sent out when a student receives 7+ absences. The parents have 5 days to contact the assistant principal and discuss the absence situation and the students must take part in a makeup program. 4. When students reach 10 absences in a year we have a attendance contract that is established by the student, parent(s), guidance counselor and assistant principal. Failure to follow out the contract is an automatic referral to the Clark County Absence Review Panel. 5. In cases of truancy or instances of 10 plus absences students may be referred to the Clark County Attendance Review Panel. 6. We also reserve the right to use our resource officer and to make home visits in the case of students refusing to come to school.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Skills and Concepts - Math Labs

We have used math labs for some time now. We started with a lab in the 6th grade and since have expanded it to where we have two math labs in the 6th grade and two math labs in the 7th grade. Students that have failed ISTEP or those that have barely passed are the targeted group. Now we have that group split even more to where the lower half goes into one math lab and the higher half goes into another math lab. The math lab concept is one where one period is devoted to lecture and teaching of math skills and concepts and the other period is devoted to more practice, more time to do homework, or additional time for the teacher or aide to work in small groups or one on one with a student.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Comprehension - Novels

Students going into the 7th grade will be given the opportunity to take an elective course entitled "novels". The teachers will allow the students to choose from selected novels. The teachers will use related writing prompts and instructional methods that stress reading comprehension.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Reading Comprehension - Reading Counts

Language arts teachers in the 6th,7th,and 8th grades will require all students to read books that are identified as reading counts books in the library. Upon completion of the novel, all students will be required to take and pass a reading counts quiz based upon comprehension of the book. The 6th grade language arts teacher requires 1 book per nine weeks grading period, 7th grade teacher requires 2 books per nine weeks, the and 8th grade language arts teacher requires 3 books per nine weeks. All three teachers will allow students to read more books than the number required for extra credit.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Writing Skills - Criterion

Computer based "Criterion Writing Program" will be made available to all teachers in all subject areas. The program will be used by students to type their essays, research papers, and journals. The program will be able to grade the student's grammar, sentence structure, and vocabulary. The program also gives the students the opportunity to correct their mistakes and have the paper regraded. Consequently, this will free up the teachers so they can grade content along with the students being able to improve their writing skills without penalty. The program and computer labs will be available to all faculty members.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Free and Reduced students - Study Club

Study Club is a program that meets on Tuesdays and Thursdays after school from 3:00 to 4:00. Students are provided with a snack and drink. Teachers, counselors, and aides supervise and help students with their homework or tutor them. We also utilize student tutors from the high school. It is open to all students, but we target free and reduced students and encourage them to take part in the program.

Impact Level: High Impact - Outside

Focus: Specific

U. Focused Student Group: Free and Reduced students and Special Education students- Read 180

Read 180 is used as a supplement for students that read at two grade levels below their current level. Students are split in to three groups and the groups rotate through three different activities. One meets with the teacher at a white board and works on reading comprehension. The next group works on the computer and they read passages and answer questions that test their reading comprehension. The third group reads books conventionally and also are tested on their comprehension. After several months the students are retested to get a new and hopefully improved lexile score. Students were pulled out of elective classes and put into read 180 which is a two period block of classes. Read 180 gives the Special Ed and Free and Reduced lunch students the additional support they need to develop reading comprehension skills.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education Language Arts - Plugged Into Reading

Plugged into Reading is a program that is used throughout the year in our special education classes. Students follow along in the book while listening to the book being read to them on an mp3 players. Students can slow down or speed up the pace of the amount read to them.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education Language Arts - System 44

System 44 is a reading program for special education students. It is for students that are reading at a beginning to a second grade reading level. In some cases general ed students may participate in the program, but priority will be given to our special education students. The students will meet in this class daily for 45 or 50 minutes depending on the day of the week. They will remain in this class the entire year. The Special Education teacher has received System 44 training, and we are waiting for the licenses and preparing for the programs to be installed on the computers.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

All students in grades 6-8 will create or update the Indiana Graduation Plan annually. The Graduation Plan includes a statement of the student's intent to graduate from high school and an acknowledgment of the importance of good citizenship, school attendance and diligent study habits. The Graduation Plan is a part of the student's permanent school record.

Impact Level: Low Impact

Focus: General

Strategy Data

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

Local Strategies

A Positive and Productive School Environment

Percentage of teachers that make average 3 communications home per week

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	75%		100	

Required Strategies

F. Encourage Rigorous Curriculum: Acuity Testing

The percentage of teachers using acuity generated resources to address deficiencies in the core subjects.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	75		100	

I. Focused Academic Area: Writing Skills - Criterion

% of teachers utilizing the criterion writing program

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

U. Focused Student Group: Free and Reduced students - Study Club

Number of students attending study club per session

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
10	20		30	

% of teachers, counselors, and aides who supervise and help students with their homework or tutor them

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

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.

A Positive and Productive School Environment

Apr 1, 2011: Collect baseline data: Percentage of teachers that make average 3 communications home per week **Person:**

Aug 1, 2011: Posters of Expectations **Person:** Christi Nunn

Aug 12, 2011: Creation of Logs for Teachers to Document **Person:** Al Eckert

Aug 12, 2011: Orientation of Teachers **Person:** Reid Bailey

Sep 28, 2011: Meet with Teachers not meeting goals **Person:** Reid Bailey

Sep 29, 2011: Discussion of how plan is proceeding **Person:** Reid Bailey

Nov 30, 2011: Collect fall data: Percentage of teachers that make average 3 communications home per week **Person:**

Dec 22, 2011: Gathering of data from Teachers **Person:** Nicole Warren

Jan 10, 2012: Entry of data onto website **Person:** Jill Gerlach/Al Eckert

Jun 30, 2012: Collect spring data: Percentage of teachers that make average 3 communications home per week **Person:**

Encourage Rigorous Curriculum

Jan 9, 2011: Entering Data **Person:** Al Eckert

Apr 1, 2011: Collect baseline data: The percentage of teachers using acuity generated resources to address deficiencies in the core subjects. **Person:**

Aug 12, 2011: Teacher Report Created (Log style) **Person:** Al Eckert

Sep 23, 2011: Evaluation of Acuity Program **Person:** Eckert/Gerlach/Warren

Sep 27, 2011: Teacher Meeting on Acuity goal **Person:** Reid Bailey

Sep 29, 2011: Gathering of Teacher Report (Quarterly) **Person:** Jill Gerlach

Oct 5, 2011: Conference with Teachers not following Acuity goal **Person:** Reid Bailey

Nov 30, 2011: Collect fall data: The percentage of teachers using acuity generated resources to address deficiencies in the core subjects. **Person:**

Jun 30, 2012: Collect spring data: The percentage of teachers using acuity generated resources to address deficiencies in the core subjects. **Person:**

Focused Academic Area

Apr 1, 2011: Collect baseline data: % of teachers utilizing the criterion writing program **Person:**

Aug 5, 2011: Schedule Students **Person:** Al Eckert

Aug 10, 2011: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers

Sep 10, 2011: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers

Oct 10, 2011: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers

Nov 10, 2011: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers

Nov 30, 2011: Collect fall data: % of teachers utilizing the criterion writing program **Person:**

Dec 10, 2011: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers

Jan 10, 2012: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers

Feb 10, 2012: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers

Mar 10, 2012: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers
Apr 10, 2012: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers
May 10, 2012: The criterion writing program will be used by students to type their essays, research papers, and journals **Person:** Teachers
Jun 30, 2012: Collect spring data: % of teachers utilizing the criterion writing program **Person:**

Focused Student Group

Apr 1, 2011: Collect baseline data: % of teachers, counselors, and aides who supervise and help students with their homework or tutor them **Person:** Jill Gerlach
Apr 1, 2011: Collect baseline data: Number of students attending study club per session **Person:** Jill Gerlach
Aug 10, 2011: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
Sep 10, 2011: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
Sep 10, 2011: Target free and reduced students for Study Club and encourage them to take part in the program **Person:** Teachers
Oct 10, 2011: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
Oct 10, 2011: Target free and reduced students for Study Club and encourage them to take part in the program **Person:** Teachers
Nov 10, 2011: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
Nov 10, 2011: Target free and reduced students for Study Club and encourage them to take part in the program **Person:** Teachers
Nov 30, 2011: Collect fall data: % of teachers, counselors, and aides who supervise and help students with their homework or tutor them **Person:** Jill Gerlach
Nov 30, 2011: Collect fall data: Number of students attending study club per session **Person:** Jill Gerlach
Dec 10, 2011: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
Dec 10, 2011: Target free and reduced students for Study Club and encourage them to take part in the program **Person:** Teachers
Jan 10, 2012: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
Jan 10, 2012: Target free and reduced students for Study Club and encourage them to take part in the program **Person:** Teachers
Feb 10, 2012: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
Feb 10, 2012: Target free and reduced students for Study Club and encourage them to take part in the program **Person:** Teachers
Mar 10, 2012: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
Mar 10, 2012: Target free and reduced students for Study Club and encourage them to take part in the program **Person:** Teachers
Apr 10, 2012: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
Apr 10, 2012: Target free and reduced students for Study Club and encourage them to take part in the program **Person:** Teachers
May 10, 2012: Plan snacks and drinks for Study Club **Person:** Jill Gerlach
May 10, 2012: Target free and reduced students for Study Club and encourage them to take part in the program **Person:** Teachers
Jun 30, 2012: Collect spring data: % of teachers, counselors, and aides who supervise and help students with their homework or tutor them **Person:** Jill Gerlach
Jun 30, 2012: Collect spring data: Number of students attending study club per session **Person:** Jill Gerlach

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

A Positive and Productive School Environment

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Acuity Testing

No professional development is needed for this strategy.

G. Attendance

Status: Not Yet Submitted

I. Focused Academic Area: Math Skills and Concepts - Math Labs

No professional development is needed for this strategy.

I. Focused Academic Area: Writing Skills - Criterion

No professional development is needed for this strategy.

U. Focused Student Group: Free and Reduced students - Study Club

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... Poverty is a growing issue

Data Targets Influenced by This Concern:

- Free or reduced lunch -- Percent Passing Language Arts ISTEP

Strategies to Impact This Concern:

- U. Focused Student Group: Free and Reduced students - Study Club
- U. Focused Student Group: Free and Reduced students and Special Education students- Read 180

We are concerned that... Student behavior is interfering with learning (classroom attendance and completing assignments)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Tested Grades -- Percent Passing Reading Comprehension ISTEP
- Free or reduced lunch -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Math ISTEP

Strategies to Impact This Concern:

- A Positive and Productive School Environment
- G. Attendance

We are concerned that... We need to create a more positive and productive school.

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- A Positive and Productive School Environment
- F. Encourage Rigorous Curriculum: Acuity Testing
- X. Graduation Plan

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Tested Grades -- Percent Passing Reading Comprehension ISTEP
- Free or reduced lunch -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Math ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Students have opportunity to take selected high school courses for credit.
- F. Encourage Rigorous Curriculum: Acuity Testing
- F. Encourage Rigorous Curriculum: Foreign Language (High School Credit)

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- All Tested Grades -- Percent Passing Reading Comprehension ISTEP

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading Comprehension - Reading Counts
- I. Focused Academic Area: Math Skills and Concepts - Math Labs
- I. Focused Academic Area: Writing Skills - Criterion
- I. Focused Academic Area: Reading Comprehension - Novels

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- Free or reduced lunch -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Math ISTEP

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education Language Arts - Plugged Into Reading
- U. Focused Student Group: Free and Reduced students - Study Club
- U. Focused Student Group: Special Education Language Arts - System 44
- U. Focused Student Group: Free and Reduced students and Special Education students- Read 180

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

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

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?	Principal's 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, Warning Letters to Parents, CCARP, Attendance Contracts, Parent conferences, Letters
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 Testing is given four times per year. Teacher use the data from these tests to use as a guide in teaching their classes.</p> <p>Lexile scores for read 180.</p> <p>High Ability Reasoning test to identify those students.</p>

Continuous Improvement Timeline

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

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