

School Improvement Plan - 2014-2015

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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:



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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 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

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

- Jon Beyl -
- Al Eckert - Administrator
- Jill Gerlach - School Counselor
- Corey Jenkins -
- Dana Landers - Teacher
- Christy Nunn - Administrator
- Jamie Prout - Teacher
- Rhonda Steele - Teacher
- Jenni Walters - Teacher
- Nicole Warren - School Counselor
- Katie Wright - Teacher

Strategy Chairs

- Cindy Bradford
- Al Eckert
- Jill Gerlach
- Christy Nunn
- Jenni Walters
- Nicole Warren
- Shallon Willen

Community Council

-
- Todd Beyl
- Doug Coffman - School Board Member
- Amy Compton
- Mike Conley
- Steve Davidson
- Kerri Eckert - business
- Phillip Eckert - parent
- Mark Eddy
- Mary Groher
- Rose Istre - community liaison/youth service
- Joe Johnson
- Melanie Kennedy
- Bryan McNay
- Chad Nunn - Business
- Connie Padgett
- Brian Webb
- Holly Webb

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 and prepare students for the challenges and careers in the global market.

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. Students should also recognize and celebrate cultural difference and work to remove stereotypes and bias.

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 Performance

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	
85.4	76.9	78.0	71.9	75		78		80		82		100

All tested Grades - Percent Passing Reading Comprehension/Language Arts ISTEP

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	
85	83.5	85	78.7	82		87		92		97		100

Bottom 25% English Language Arts ISTEP - Percent Showing High Growth on A-F Accountability Report Card

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	
			31.8	42.5		45		48		51		100

Bottom 25% Math ISTEP - Percent Showing High Growth on A-F Accountability Report Card

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	
			22.4	40		45		50		55		100

Free and Reduced - Passing Math ISTEP

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	
	75.3		75.6	77		79		81		83		100

Free or reduced lunch - Percent Passing Language Arts ISTEP

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	
71	71.8	83	65.3	68		71		74		77		100

Special Education - Percent Passing Language Arts ISTEP

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	
59	36.5	52	35.1	41		47		52		57		100

Special Education - Percent Passing Math ISTEP

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	
	47.3	71	54.4	59		63		67		70		100

Top 75% English/Language Arts ISTEP - Percent Showing high growth on A-F accountability report

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	
			26.5	36.2		40		43		46		100

Top 75% Math ISTEP - Percent Showing High Growth on A-F Accountability Report Card

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	
			17	44.9		48		51		53		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... Language Arts classes cannot instruct all of the curriculum in a 45 minute class

Our language arts scores are overall lower than math scores. Teachers that have examined all of the curriculum that is to be covered in both English and reading find that it cannot all be taught in an effective manner due to the time constraints. To be able to accomplish the goal of teaching all of the language arts/writing/reading curriculum Silver Creek Middle School will block a two period session for language arts and reading. This will give students more time to develop grammar, reading, and writing skills needed to succeed in meeting all areas of the curriculum.

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)

This year in the student survey 40-50% of the students felt classroom discipline was interfering with their learning. In our 4th meeting some teachers expressed frustration with inconsistencies amongst their classes. So it is will be re-emphasized that all expectations be posted clearly and sent home to the parents to sign and return. They should be kept on file. They should be taught to the students.

We are concerned that... Student data is not being used to maximize student achievement

We have found grade level "gaps" in student success when looking at Acuity test results and comparing them to the state standards. In departmental meetings teachers are working on building RTI materials to support learning for the gaps in curriculum. Teachers will also use pre and post tests during a nine weeks time frame to check for student understanding at

the beginning of a unit and mastery at the end of the unit. The information from the pre and post tests will be used to develop support/extension materials for students during RTI time.

We are concerned that... We are not documenting, communicating, and making our standards the clear basis of our curriculum.

Parent and Community Surveys indicate a complete lack of knowledge of standards. Student surveys indicate a complete lack of knowledge of standards. Our school will use the program Harmony to help communicate information home for both general announcements and class 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.

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Student Group

We are concerned that... 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:

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. 7) at 6-8 week intervals celebrate student success in various areas of school life, such as grades and/or improving grades, getting to class on time, positive choices in life, etc.

Impact Level: Low Impact

Focus: General

Attendance

The school will give awards at the end of the year for perfect attendance and 98% attendance or better. We publish a list of our students who earn perfect attendance in the paper. Students are also put in a drawing for prizes at our awards program at the end of the year.

Impact Level: Low Impact

Focus: General

Creating Blocked Language Arts Classes

Students in grades 6-8 will have two language arts classes. This schedule change will double the amount of class time given to teach/learn curriculum. This class will be scheduled as a back to back class in a student's schedule.

Impact Level: High Impact - Inside

Focus: General

Digital Communication with our Students and Parents

We will provide teachers with in-service and set the expectation that we will all use the same mode of communication to email parents for classwork and individual student information using the corporation wide program Harmony.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum - Acuity

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 and teacher made materials to provide RTI for student learning.

Impact Level: High Impact - Inside

Focus: Specific

Encourage Rigorous Curriculum - HS 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: Low Impact

Focus: Specific

Encourage Rigorous Curriculum - World Languages

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: Low Impact

Focus: Specific

Focused Academic Area - 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, and the 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: General

Focused Student Group - Corrective Reading

Students will be assigned a writing lab as an elective class if he/she is in need of reading or writing support. This strategy will help targeted student groups meet their Indiana Growth target. We will use the program Corrective Reading as a curriculum guide/support for this class.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group - 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 player. Students can slow down or speed up the pace of the amount read to them.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group - Read 180

Read 180 is used as a supplement for students that read at two grade levels below their current level. Students are split into 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 - Outside

Focus: Specific

Focused Student Group - 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: Low Impact

Focus: Specific

Focused Student Group - System 44 Reading

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.

Impact Level: High Impact - Inside

Focus: Specific

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: 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.

A Positive and Productive School Environment

Percentage of teachers that make average 3 communications home per week

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
88%	100		100%	

Percentage of Teachers that Send Home a Welcome Sheet outlining classroom policies

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
96	100		100	

Encourage Rigorous Curriculum - Acuity

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
98	100		100	

Focused Student Group - Study Club

Number of students attending study club per session

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
15	40		45	

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
8	7		8	

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

Jul 30, 2014: Teachers will be given information on using Harmony to be able to communicate with parents, this will be an alternate venue to sending postcards home. **Person:** Christy Nunn

Oct 1, 2014: Teachers will be given information on using Harmony to be able to communicate with parents, this will be an alternate venue to sending postcards home. **Person:** Christy Nunn

Nov 30, 2014: Collect fall data: Percentage of teachers that make average 3 communications home per week **Person:** Jill Gerlach

Nov 30, 2014: Collect fall data: Percentage of Teachers that Send Home a Welcome Sheet outlining classroom policies **Person:** Jill Gerlach

Dec 3, 2014: Teachers will be given information on using Harmony to be able to communicate with parents, this will be an alternate venue to sending postcards home. **Person:** Christy Nunn

Feb 4, 2015: Teachers will be given information on using Harmony to be able to communicate with parents, this will be an alternate venue to sending postcards home. **Person:** Christy Nunn

Apr 8, 2015: Teachers will be given information on using Harmony to be able to communicate with parents, this will be an alternate venue to sending postcards home. **Person:** Christy Nunn

Jun 30, 2015: Collect spring data: Percentage of teachers that make average 3 communications home per week **Person:** Jill Gerlach

Jun 30, 2015: Collect spring data: Percentage of Teachers that Send Home a Welcome Sheet outlining classroom policies **Person:** Jill Gerlach

Attendance

Apr 1, 2014: Collect baseline data: **Person:**

Nov 30, 2014: Collect fall data: **Person:**

Jun 30, 2015: Collect spring data: **Person:**

Creating Blocked Language Arts Classes

Jul 10, 2014: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Jul 10, 2014: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Jul 10, 2014: Teachers will be given time to attend an inservice on learning the new Language Arts State Standards. **Person:** Christy Nunn

Aug 14, 2014: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Aug 14, 2014: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Sep 11, 2014: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Sep 11, 2014: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Oct 9, 2014: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Oct 9, 2014: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Feb 11, 2016: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Feb 11, 2016: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Mar 10, 2016: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Mar 10, 2016: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Apr 14, 2016: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Apr 14, 2016: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

May 12, 2016: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

May 12, 2016: Language Arts teachers will develop a curriculum (map) that supports the newly adopted Indiana Language Arts standards. **Person:** Shallon (Hill) Willen

Digital Communication with our Students and Parents

Jul 30, 2014: Small group sessions will be offered at the first, second, week of school and any other requested time to reteach/refresh/support teachers who are not engaging in digital communication with parents. **Person:** Christy Nunn

Jul 30, 2014: We will offer beginning of the school year training (first teacher day back) to all staff on how to use the Harmony group email feature to enable teachers to use a digital tool to communicate with parents **Person:** Christy Nunn

Oct 1, 2014: Small group sessions will be offered at the first, second, week of school and any other requested time to reteach/refresh/support teachers who are not engaging in digital communication with parents. **Person:** Christy Nunn

Dec 3, 2014: Small group sessions will be offered at the first, second, week of school and any other requested time to reteach/refresh/support teachers who are not engaging in digital communication with parents. **Person:** Christy Nunn

Feb 4, 2015: Small group sessions will be offered at the first, second, week of school and any other requested time to reteach/refresh/support teachers who are not engaging in digital communication with parents. **Person:** Christy Nunn

Apr 8, 2015: Small group sessions will be offered at the first, second, week of school and any other requested time to reteach/refresh/support teachers who are not engaging in digital communication with parents. **Person:** Christy Nunn

Encourage Rigorous Curriculum - Acuity

Nov 30, 2014: Collect fall data: The percentage of teachers using acuity generated resources to address deficiencies in the core subjects. **Person:** Al Eckert

Jun 30, 2015: Collect spring data: The percentage of teachers using acuity generated resources to address deficiencies in the core subjects. **Person:** Al Eckert

Focused Student Group - Corrective Reading

May 1, 2015: The Language Arts Lab teacher and administration will review Acuity and ISTEP scores from the students who were identified for this lab to check for growth in skills. **Person:** Christy Nunn

Focused Student Group - Study Club

Nov 30, 2014: Collect fall data: % of teachers, counselors, and aides who supervise and help students with their homework or tutor them **Person:** Nicole Warren

Nov 30, 2014: Collect fall data: Number of students attending study club per session **Person:** Nicole Warren

Jun 30, 2015: Collect spring data: % of teachers, counselors, and aides who supervise and help students with their homework or tutor them **Person:** Nicole Warren

Jun 30, 2015: Collect spring data: Number of students attending study club per session **Person:** Nicole Warren

Graduation Plan

Apr 1, 2014: Collect baseline data: **Person:**

Nov 30, 2014: Collect fall data: **Person:**

Jun 30, 2015: Collect spring data: **Person:**

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.

A Positive and Productive School Environment

No professional development is needed for this strategy.

Creating Blocked Language Arts Classes

Teachers will be given time to attend an inservice on learning the new Language Arts State Standards

Brief Description: Teachers will be given material (new Language Arts standards). Information from the state will be discussed in an open forum.

Intended Participants: Teachers, Administrators

Date: Jul 10, 2014

Activity Purpose: Information, Skill Building

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

Funding:

Does this activity occur during the school day? No

Digital Communication with our Students and Parents

We will offer beginning of the school year training (first teacher day back) to all staff on how to

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

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 30, 2014

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching, Other

Funding:

Does this activity occur during the school day? No

Encourage Rigorous Curriculum - Acuity

No professional development is needed for this strategy.

Focused Student Group - Corrective Reading

No professional development is needed for this strategy.

Focused Student Group - 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.

We are concerned that... Language Arts classes cannot instruct all of the curriculum in a 45 minute class

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Creating Blocked Language Arts Classes
- Focused Academic Area - Reading Counts
- Focused Student Group - Corrective Reading
- Focused Student Group - Plugged into Reading
- Focused Student Group - Read 180
- Focused Student Group - System 44 Reading

We are concerned that... Poverty is a growing issue

Data Targets Influenced by This Concern:

- Free and Reduced -- Passing Math ISTEP
- Free or reduced lunch -- Percent Passing Language Arts ISTEP

Strategies to Impact This Concern:

- Focused Academic Area - Reading Counts
- Focused Student Group - Corrective Reading
- Focused Student Group - Read 180
- Focused Student Group - Study Club

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 Performance

Strategies to Impact This Concern:

- A Positive and Productive School Environment
- Attendance

We are concerned that... Student data is not being used to maximize student achievement

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Performance
- All tested Grades -- Percent Passing Reading Comprehension/Language Arts ISTEP

- Bottom 25% English Language Arts ISTEP -- Percent Showing High Growth on A-F Accountability Report Card
- Bottom 25% Math ISTEP -- Percent Showing High Growth on A-F Accountability Report Card
- Free and Reduced -- Passing Math ISTEP
- Free or reduced lunch -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Math ISTEP
- Top 75% English/Language Arts ISTEP -- Percent Showing high growth on A-F accountability report
- Top 75% Math ISTEP -- Percent Showing High Growth on A-F Accountability Report Card

Strategies to Impact This Concern:

- Focused Student Group - Corrective Reading

We are concerned that... We are not documenting, communicating, and making our standards the clear basis of our curriculum.

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Digital Communication with our Students and Parents
- Encourage Rigorous Curriculum - Acuity
- Encourage Rigorous Curriculum - World Languages

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 Performance

Strategies to Impact This Concern:

- A Positive and Productive School Environment
- Attendance
- Digital Communication with our Students and Parents
- Encourage Rigorous Curriculum - Acuity
- Focused Student Group - Read 180
- Graduation Plan

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Performance
- Bottom 25% English Language Arts ISTEP -- Percent Showing High Growth on A-F Accountability Report Card
- Bottom 25% Math ISTEP -- Percent Showing High Growth on A-F Accountability Report Card
- Free and Reduced -- Passing Math 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:

- Encourage Rigorous Curriculum - Acuity
- Encourage Rigorous Curriculum - HS Credit
- Encourage Rigorous Curriculum - World Languages

We are concerned that... Attendance

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Student Group

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:

- Focused Student Group - Plugged into Reading

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- 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?	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
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity Predictive- Given to Language Arts and Math (including Algebra) three times a year. Science and Social Studies are given two times a year, Science is given to 6th grade students and Social Studies to 7th grade students.

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