

School Improvement Plan - 2010-2011

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William W Borden High School (0813)

West Clark Community Schools

Borden, 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

William W Borden High 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
- PL221

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

- David Carter - School Counselor
- Amanda Cavins - School Counselor
- Toby Cheatham - Administrator
- Morgan Cope - Teacher
- Jeff Hunt - Community
- Debbie Hurst - Parent/Guardian
- Lisa Nale - Administrator
- Peggy Rice - Community Representative
- Eric Stotts - Teacher

Strategy Chairs

- Amanda Cavins
- Morgan Cope
- Cara Martin

Community Council

- J. Michael Carter - Community
- Chris Gertin - Business Owner
- Joe Green - Community
- Jeff Hunt - Parent
- Cara Martin - Parent
- David Martin - Community

- Dylan Martin - Student
- Missy McKinley - Parent
- Lisa Nale - Faculty
- Amy Potts - Parent
- Ben Rice - Graduate
- Peggy Rice - Business
- Tim Rice - Community
- Brian Schmucker - Community/Campus Life Coordinator
- Tony Wagoner - Parent/coach
- Kathy Weatherford - Business

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:

At Borden Jr/Sr High School, we believe that every student deserves a nurturing, structured environment that supplies appropriate learning tools, and allows students and staff to perform and achieve at their personal best. We believe that students deserve a varied and challenging curriculum that allows them to develop the knowledge and skills that will put them on an appropriate career path. We believe that all teachers and staff deserve access to updated materials and be given ample opportunity to engage in professional development. Administrations, teachers, support staff and the community will work together to create an environment that is safe, culturally diverse, and reflects current societal trends.

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 as they guide and mentor our community's young people. Each counselor, teacher, administrator, parent, and community member has high expectations of all students and they work together to help all students reach those expectations. Parents, teachers, and business leaders meet with all students to discuss their academic progress and provide real world experiences and practical information for post secondary success.

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

In this environment where all adults are living by their core convictions, all students have high expectations of themselves and are actively involved in their learning. Students accept ownership and responsibility for their education. Each student has the self-knowledge, educational, and career awareness to make sound educational and career decisions. All students complete career assessments and develop 4-year plans. All students have meaningful future plans with tentative career selections and corresponding work selections.

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

- % of students who Pass all ISTEP tests: 100%
- % of students who Pass all End of Course Assessments: 100%
- % of students who pass all classes: 100%
- % of students who are on the Honor Roll: 100%
- % of students who earn a Core 40 diploma or higher: 100%
- % of students who graduate: 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.

7th Grade Free/Reduced Students - % Students Passing ISTEP Mastery Math - Spring Test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	n/A	58	43	40		42		44		46		100

7th Grade Free/Reduced Students - % Students Passing Lang Arts ISTEP(Spring Test)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A	50	43	40		42		44		46		100

7th Grade Students - % Students showing Mastery in Math ISTEP(Spring Test)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A	75	70	72		74		76		78		100

7th Grade Students - % Students showing Mastery Language ISTEP(Spring Test)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A	70	72	74		76		78		80		100

8th Grade Free/Reduced Students - % Students Passing Lang ArtsISTEP (Spring Test)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A	62	53	60		62		64		66		100

8th Grade Students - % of 8th grade students who master ISTEP Writing

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	86	88	67	69		71		73				100

8th Grade Students - % Students showing Mastery Math ISTEP (Spring Test)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A	75	58	59		61		63		65		100

8th Grade Students - Passing ISTEP Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	39	41	69	60	N/A	62		64		66		100

8th Grade Students - Passing ISTEP Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	73	75	73	77	N/A	79		81		83		100

Algebra 1 students - Percentage Passing End of Course Algebra 1

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	4		11	20		30		40		50		

Graduates - Percentage Earning Honors Diploma

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	20	25	45	46		48		50		52		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... ISTEP passing scores are not improving

Our ISTEP scores are typically above state average but they are not improving at a rate we are comfortable with.

We are concerned that... PL221 status overall is not improving by 2% or more

Our PL221 status remains acceptable and we pass AYP but we are not improving at the rate we anticipated.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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:

Required Strategies

F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma

A greater percentage of students will be encouraged to continue with the Honors Diploma by offering more AP and Dual Credit courses thereby increasing their motivation to continue with the Academic Honors program. Teachers will be encouraged to be certified in these areas by exploring options for teacher incentives.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills

JH Students will be required to complete all written work in complete sentences including capitalization, punctuation, and grammar. This will occur across the curriculum in language, science, and social studies classes as well as when using Criterion software. The journalism department will support a "poetry slam" and "book studies" to encourage quality writing. Student writing projects will also be featured monthly in the newsletter that is sent to all homes. Teachers will be provided professional development opportunities to develop their ability to critique and use quality writing across the disciplines.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Improve ISTEP scores 7th and 8th Grade Free/Reduced Students

Students with academic concerns are referred for extra help via a written teacher referral and/or standardized assessments. Students who are not meeting goals will be provided help in math and reading labs. Instructional coaches will work with teachers to differentiate instruction in the regular classrooms to provide meaningful instruction that targets this subgroup.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma

Percent of parents who sign allowing students to drop down to a lower diploma.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
27%	25%		23%	

The % of teachers who are qualified to teach dual credit and or AP courses.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
17	22		22	

I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills

Percent of junior high teachers who comply with policy change

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60	70		80	

% of students in written survey who state they put more effort/desire to pass as a result of requirement changes than in previous testing opportunities

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
48	55		60	

U. Focused Student Group: Improve ISTEP scores 7th and 8th Grade Free/Reduced Students

of students receiving referrals for academic concerns

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
4%	20%		25%	

% of referred students whose parents allow participation in the program

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
3%	17%		20%	

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.

Encourage Rigorous Curriculum

Apr 1, 2010: Collect baseline data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:** David Carter

Aug 12, 2010: 21st Century Scholars Program **Person:** Amanda Cavins

Aug 12, 2010: junior high rotational curriculum **Person:** Lisa Nale

Aug 12, 2010: Spanish 1 for 8th graders **Person:** Yvonne Peterson

Sep 1, 2010: Invite Guest Speakers from Universities to encourage students to take rigorous courses **Person:** Valerie Lewellen/Andrew Lewellen

Sep 1, 2010: Tips for teaching high ability students w/coach **Person:** Leah Seng

Sep 10, 2010: Meet with grade 10 and 11 high ability students **Person:** Christie Pearson

Sep 20, 2010: Emphasis rigor in AP/dual credit information by meeting with current and prospective teachers and share Prosser dual credit information, AP and university information. **Person:** Lisa Nale

Sep 25, 2010: Staff Visits to social service agencies **Person:** Lisa Nale

Sep 30, 2010: Data analysis of Acuity testing (tier 4 kids) **Person:** Leah Seng

Sep 30, 2010: Guidance counselor meets with students individually **Person:** Amanda Cavins

Sep 30, 2010: Guidance counselor meets with students individually **Person:** Amanda Cavins

Oct 1, 2010: AP/dual credit teacher cadre **Person:** Lisa Nale/Amanda Cavins

Oct 6, 2010: Tips for teaching high ability students w/coach **Person:** Leah Seng

Oct 13, 2010: Invite Guest Speakers from Universities to encourage students to take rigorous courses **Person:** Valerie Lewellen/Andrew Lewellen

Oct 14, 2010: 21st Century Scholars Program **Person:** Amanda Cavins

Oct 14, 2010: junior high rotational curriculum **Person:** Lisa Nale

Nov 1, 2010: Invite university coordinators to speak to staff **Person:** Joe Wayne

Nov 3, 2010: Tips for teaching high ability students **Person:** Leah Seng

Nov 12, 2010: Meet with grade 10 and 11 high ability students **Person:** Christie Pearson

Nov 18, 2010: Drive of Your Life **Person:** Amanda Cavins

Nov 24, 2010: Invite Guest Speakers from Universities to encourage students to take rigorous courses **Person:** Valerie Lewellen/Andrew Lewellen

Nov 27, 2010: Staff Visits to social service agencies **Person:** Lisa Nale

Nov 30, 2010: Collect fall data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:** Lisa Nale

Nov 30, 2010: Collect fall data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:** David Carter

Nov 30, 2010: Encourage more teachers to become AP/dual credit certified by Ivy Tech Presentation **Person:** Joe Wayne

Dec 1, 2010: Review SAGES scores to be sure we have not overlooked any high ability students **Person:** Christie Pearson

Dec 1, 2010: Tips for teaching high ability students **Person:** Leah Seng

Dec 2, 2010: Data analysis of Acuity testing (tier 4 kids) **Person:** Leah Seng

Dec 3, 2010: AP/dual credit teacher cadre **Person:** Lisa Nale/Amanda Cavins

Dec 16, 2010: 21st Century Scholars Program **Person:** Amanda Cavins

Dec 16, 2010: junior high rotational curriculum **Person:** Lisa Nale

Jan 5, 2011: Invite Guest Speakers from Universities to encourage students to take rigorous courses **Person:** Valerie Lewellen/Andrew Lewellen

Jan 5, 2011: Tips for teaching high ability students **Person:** Leah Seng

Jan 14, 2011: Meet with grade 10 and 11 high ability students **Person:** Christie Pearson

Jan 29, 2011: Staff Visits to social service agencies **Person:** Lisa Nale

Feb 2, 2011: Tips for teaching high ability students **Person:** Leah Seng

Feb 3, 2011: Data analysis of Acuity testing (tier 4 kids) **Person:** Leah Seng

Feb 4, 2011: AP/dual credit teacher cadre **Person:** Lisa Nale/Amanda Cavins
Feb 16, 2011: Invite Guest Speakers from Universities to encourage students to take rigorous courses **Person:** Valerie Lewellen/Andrew Lewellen
Feb 17, 2011: 21st Century Scholars Program **Person:** Amanda Cavins
Feb 17, 2011: junior high rotational curriculum **Person:** Lisa Nale
Mar 2, 2011: Differentiated Instruction w/coach **Person:** Leah Seng
Mar 18, 2011: Meet with grade 10 and 11 high ability students **Person:** Christie Pearson
Mar 30, 2011: Invite Guest Speakers from Universities to encourage students to take rigorous courses **Person:** Valerie Lewellen/Andrew Lewellen
Apr 2, 2011: Staff Visits to social service agencies **Person:** Lisa Nale
Apr 6, 2011: Tips for teaching high ability students **Person:** Leah Seng
Apr 7, 2011: Data analysis of Acuity testing (tier 4 kids) **Person:** Leah Seng
Apr 8, 2011: AP/dual credit teacher cadre **Person:** Lisa Nale/Amanda Cavins
Apr 21, 2011: 21st Century Scholars Program **Person:** Amanda Cavins
Apr 21, 2011: junior high rotational curriculum **Person:** Lisa Nale
May 4, 2011: Tips for teaching high ability students **Person:** Leah Seng
May 11, 2011: Invite Guest Speakers from Universities to encourage students to take rigorous courses **Person:** Valerie Lewellen/Andrew Lewellen
May 20, 2011: Meet with grade 10 and 11 high ability students **Person:** Christie Pearson
Jun 1, 2011: Tips for teaching high ability students **Person:** Leah Seng
Jun 4, 2011: Staff Visits to social service agencies **Person:** Lisa Nale
Jun 30, 2011: Collect spring data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:** Lisa Nale
Jun 30, 2011: Collect spring data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:** David Carter

Focused Academic Area

Feb 27, 2010: Poetry Slam **Person:** Dennis Price
Aug 11, 2010: Review class requirements w/staff **Person:** Lisa Nale
Aug 12, 2010: Students enrolled in language lab **Person:** Amanda Cavins
Aug 30, 2010: Discuss requirements/grades at Open House **Person:** Teachers
Aug 30, 2010: Students use Criterion **Person:** Teachers
Aug 30, 2010: Teachers inform students and parents of class requirements **Person:** Teachers
Aug 31, 2010: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
Sep 5, 2010: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
Sep 10, 2010: Featured Writing Prompts **Person:** Leah Seng
Sep 30, 2010: Review Criterion Data **Person:** Instructional Coach
Oct 1, 2010: Writing Workshops **Person:** Teachers
Oct 5, 2010: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
Oct 5, 2010: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
Oct 10, 2010: Book Circle Groups **Person:** Rachael McClellan
Oct 12, 2010: Acuity assessments **Person:** Language Teachers
Oct 14, 2010: Students enrolled in language lab **Person:** Amanda Cavins
Oct 22, 2010: Featured Writing Prompts **Person:** Leah Seng
Nov 1, 2010: Students use Criterion **Person:** Teachers
Nov 2, 2010: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
Nov 5, 2010: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
Nov 12, 2010: Writing Workshops **Person:** Teachers
Nov 30, 2010: Collect fall data: % of students in written survey who state they put more effort/desire to pass as a result of requirement changes than in previous testing opportunities **Person:** Lisa Nale
Nov 30, 2010: Collect fall data: Percent of junior high teachers who comply with policy change **Person:** Lisa Nale
Nov 30, 2010: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
Dec 2, 2010: Review Criterion Data **Person:** Instructional Coach
Dec 3, 2010: Featured Writing Prompts **Person:** Leah Seng
Dec 5, 2010: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
Dec 12, 2010: Book Circle Groups **Person:** Rachael McClellan
Dec 14, 2010: Acuity assessments **Person:** Language Teachers
Dec 16, 2010: Students enrolled in language lab **Person:** Amanda Cavins
Dec 24, 2010: Writing Workshops **Person:** Teachers

Jan 3, 2011: Students use Criterion **Person:** Teachers
Jan 4, 2011: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
Jan 5, 2011: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
Jan 14, 2011: Featured Writing Prompts **Person:** Leah Seng
Feb 1, 2011: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
Feb 3, 2011: Review Criterion Data **Person:** Instructional Coach
Feb 4, 2011: Writing Workshops **Person:** Teachers
Feb 5, 2011: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
Feb 13, 2011: Book Circle Groups **Person:** Rachael McClellan
Feb 15, 2011: Acuity assessments **Person:** Language Teachers
Feb 17, 2011: Students enrolled in language lab **Person:** Amanda Cavins
Feb 25, 2011: Featured Writing Prompts **Person:** Leah Seng
Mar 1, 2011: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
Mar 5, 2011: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
Mar 7, 2011: Students use Criterion **Person:** Teachers
Mar 18, 2011: Writing Workshops **Person:** Teachers
Mar 29, 2011: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
Apr 5, 2011: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
Apr 7, 2011: Review Criterion Data **Person:** Instructional Coach
Apr 8, 2011: Featured Writing Prompts **Person:** Leah Seng
Apr 17, 2011: Book Circle Groups **Person:** Rachael McClellan
Apr 19, 2011: Acuity assessments **Person:** Language Teachers
Apr 21, 2011: Students enrolled in language lab **Person:** Amanda Cavins
Apr 29, 2011: Writing Workshops **Person:** Teachers
May 3, 2011: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
May 5, 2011: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
May 9, 2011: Students use Criterion **Person:** Teachers
May 20, 2011: Featured Writing Prompts **Person:** Leah Seng
May 31, 2011: Reflective Writing Activities **Person:** Lang. Art/Lab teachers
Jun 5, 2011: Featured Writer of the Month **Person:** Peggy Rice/Dennis Price
Jun 30, 2011: Collect spring data: % of students in written survey who state they put more effort/desire to pass as a result of requirement changes than in previous testing opportunities **Person:** Lisa Nale
Jun 30, 2011: Collect spring data: Percent of junior high teachers who comply with policy change **Person:** Lisa Nale

Focused Student Group

Jul 31, 2010: Train 2 teachers on Read 180 **Person:** central office
Aug 5, 2010: Enroll recommended students in course **Person:** Amanda Cavins
Aug 5, 2010: Review previous student grades **Person:** Amanda Cavins
Aug 12, 2010: Parent informed of lab scheduled **Person:** Cavins, Nale and Martin
Aug 12, 2010: Students Utilize Read 180 program **Person:** Read 180 teacher
Aug 20, 2010: Acuity Assessments **Person:** Math and language teachers
Aug 30, 2010: Assessment USA kickoff **Person:** All staff
Sep 1, 2010: Ruby Payne professional development **Person:** Lisa Nale
Sep 7, 2010: Students sit for SAGES 1 exam **Person:** 8th grade teacher
Oct 7, 2010: Enroll recommended students in course **Person:** Amanda Cavins
Oct 7, 2010: Review previous student grades **Person:** Amanda Cavins
Oct 14, 2010: Students Utilize Read 180 program **Person:** Read 180 teacher
Oct 15, 2010: review SAGES scores for placement changes **Person:** Lisa Nale/Amanda Cavins
Oct 22, 2010: Acuity Assessments **Person:** Math and language teachers
Nov 3, 2010: Ruby Payne professional development **Person:** Lisa Nale
Nov 30, 2010: Collect fall data: # of students receiving referrals **Person:** Toby Cheatham
Nov 30, 2010: Collect fall data: % of referred students who parent permitted participation **Person:** Peggy Rice
Nov 30, 2010: Collect fall data: # of students receiving referrals for academic concerns **Person:**
Nov 30, 2010: Collect fall data: % of referred students whose parents allow participation in the program **Person:**
Dec 9, 2010: Enroll recommended students in course **Person:** Amanda Cavins
Dec 9, 2010: Review previous student grades **Person:** Amanda Cavins
Dec 16, 2010: Students Utilize Read 180 program **Person:** Read 180 teacher
Dec 24, 2010: Acuity Assessments **Person:** Math and language teachers
Jan 5, 2011: Ruby Payne professional development **Person:** Lisa Nale

Feb 10, 2011: Enroll recommended students in course **Person:** Amanda Cavins
Feb 10, 2011: Review previous student grades **Person:** Amanda Cavins
Feb 17, 2011: Students Utilize Read 180 program **Person:** Read 180 teacher
Feb 25, 2011: Acuity Assessments **Person:** Math and language teachers
Mar 9, 2011: Ruby Payne professional development **Person:** Lisa Nale
Apr 14, 2011: Enroll recommended students in course **Person:** Amanda Cavins
Apr 14, 2011: Review previous student grades **Person:** Amanda Cavins
Apr 21, 2011: Students Utilize Read 180 program **Person:** Read 180 teacher
Apr 29, 2011: Acuity Assessments **Person:** Math and language teachers
May 11, 2011: Ruby Payne professional development **Person:** Lisa Nale
Jun 30, 2011: Collect spring data: # of students receiving referrals **Person:** Toby Cheatham
Jun 30, 2011: Collect spring data: % of referred students who parent permitted participation **Person:** Peggy Rice
Jun 30, 2011: Collect spring data: # of students receiving referrals for academic concerns **Person:**
Jun 30, 2011: Collect spring data: % of referred students whose parents allow participation in the program **Person:**

Professional Development Summary

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

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

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring 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.

F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma

AP/dual credit teacher cadre

Brief Description: AP and dual certified teachers will develop a cadre to meet, stay current on information, network and provide feedback

Intended Participants: Teachers, Counselors, Administrators

Dates: Oct 1, 2010; Dec 3, 2010; Feb 4, 2011; Apr 8, 2011

Activity Purpose: Feedback/Support

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

Funding: none required

Does this activity occur during the school day? Yes

Staff Visits to social service agencies

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

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 25, 2010; Nov 27, 2010; Jan 29, 2011; Apr 2, 2011; Jun 4, 2011

Activity Purpose: Information

Activity Format: Site Visit

Funding: banked pd time

Does this activity occur during the school day? No

I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills

Featured Writing Prompts

Brief Description: Instructional coach will provide featured writing prompts/activities for teachers to try at monthly staff meetings and/or department meetings

Intended Participants: Teachers

Dates: Sep 10, 2010; Oct 22, 2010; Dec 3, 2010; Jan 14, 2011; Feb 25, 2011; Apr 8, 2011; May 20, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Peer Coaching

Funding: none required

Does this activity occur during the school day? No

Review class requirements w/staff

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

Intended Participants: Teachers

Date: Aug 11, 2010

Activity Purpose: Refinement

Activity Format: Talk to

Funding: none required

Does this activity occur during the school day? No

Writing Workshops

Brief Description: Teachers will attend writing workshops at WCCS and in the area to improve skills

Intended Participants: Teachers

Dates: Oct 1, 2010; Nov 12, 2010; Dec 24, 2010; Feb 4, 2011; Mar 18, 2011; Apr 29, 2011

Activity Purpose: Skill Building

Activity Format: Presentation, Study Group, Peer Coaching

Funding: PL221

Does this activity occur during the school day? Yes

U. Focused Student Group: Improve ISTEP scores 7th and 8th Grade Free/Reduced Students

Ruby Payne professional development

Brief Description: Teachers will read materials and watch video presentation during staff meetings

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 1, 2010; Nov 3, 2010; Jan 5, 2011; Mar 9, 2011; May 11, 2011

Activity Purpose:

Activity Format: Talk to, Presentation, Study Group, Professional Reading

Funding: none required

Does this activity occur during the school day? Yes

Train 2 teachers on Read 180

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

Intended Participants: Teachers

Date: Jul 31, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: AARA

Does this activity occur during the school day? No

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... ISTEP passing scores are not improving

Data Targets Influenced by This Concern:

- 7th Grade Free/Reduced Students -- % Students Passing ISTEP Mastery Math - Spring Test
- 7th Grade Free/Reduced Students -- % Students Passing Lang Arts ISTEP(Spring Test)
- 7th Grade Students -- % Students showing Mastery in Math ISTEP(Spring Test)
- 7th Grade Students -- % Students showing Mastery Language ISTEP(Spring Test)
- 8th Grade Free/Reduced Students -- % Students Passing Lang ArtsISTEP (Spring Test)
- 8th Grade Students -- % of 8th grade students who master ISTEP Writing
- 8th Grade Students -- % Students showing Mastery Math ISTEP (Spring Test)
- 8th Grade Students -- Passing ISTEP Language Arts
- 8th Grade Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills
- U. Focused Student Group: Improve ISTEP scores 7th and 8th Grade Free/Reduced Students

We are concerned that... PL221 status overall is not improving by 2% or more

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- U. Focused Student Group: Improve ISTEP scores 7th and 8th Grade Free/Reduced Students

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- Graduates -- PercentageEarning Honors Diploma

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma
- I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills
- U. Focused Student Group: Improve ISTEP scores 7th and 8th Grade Free/Reduced Students

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- Algebra 1 students -- Percentage Passing End of Course Algebra 1

Strategies to Impact This Concern:

- I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills
- U. Focused Student Group: Improve ISTEP scores 7th and 8th Grade Free/Reduced Students

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- 8th Grade Free/Reduced Students -- % Students Passing Lang Arts ISTEP (Spring Test)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma
- I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills
- U. Focused Student Group: Improve ISTEP scores 7th and 8th Grade Free/Reduced Students

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 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. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity-standardized assessment for 7 & 8 graders in pilot program RSI-Reading Skills Index in reading counts program and Read 180 Criterion-Writing Assessment Rubric SAGES -2_ Given to all 8th graders (first part) to identify for high ability</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 2010-2011 school year