

# **School Improvement Plan - 2011-2012**

Generated on September 12, 2011 at 2:16 PM

## **Frankfort Senior High School (0997)**

**Community Schools of Frankfort**

**Frankfort, 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

Frankfort Senior 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
- 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

- Kay Antonelli - Administrator
- Mary Branstetter - Teacher
- Susan Davis -
- Craig Fisher - Administrator
- Jeff Hardesty - Parent/Guardian
- Jennifer Landis - Teacher
- Dianna Magee - Administrator
- Portia Naze - Teacher
- Shan Sheridan - Community

## Strategy Chairs

- Kay Antonelli
- Bobbi Carter
- Jennifer Fitch
- Kirsten Hoyer
- Katie Hughes
- Jarred Jagger
- Mike Kelley
- Deby McDowell
- Portia Naze
- Jerry Olson
- Kia Rushton
- Jamie Rychner

- Marie Schaffer
- Jennifer Wahl
- Danielle White

## Community Council

- Elizabeth Alber - Parent Gifted/Talented
- Kevin Alber - Community
- LeAndra Angeles - Parent Minority Student
- Victor Angeles - Parent Minority Student
- Carol Bartley - Community
- Kevin Cassell - Freshman Academy Parent
- Marilu Castillo - Community
- Alvia Frey - Parent-Gifted
- Jeff Hardesty - Business
- Brian Heimbach - Business
- Lisa Hines - Community
- Bonita Houze - Parent Special Needs
- Dean Huddleston - Community
- Ray Hundley - Community
- Joyce Jacobs - Community
- Tammy Janz - Business
- Katrina Jenkins - Business
- Lyle Jenkins - Parent Vocational Student
- Michele Jenkins - Community
- Dale Jones - Community
- Carol Kelly - Community
- Dulce Lopez - FHS Grad
- Paula Lopez - Minority Parent
- Francisco Martell - Parent Minority Student
- Marla Martell - Parent Minority Student
- Andrew Meck - Community
- Lourdes Mejia - Parent Minority Student
- Rogelio Mejia - Parent Minority Student
- Hortencia Mendoza - Parent Minority Student
- Brian Montgomery - Senior Parent
- Kenni Montgomery - Parent of Free/Reduced
- Kim Montgomery - Senior Parent
- Alan Ostler - Community
- Mary Ostrye - Community
- Christian Perez - Community
- Rene Perez - Community
- Chris Pippenger - Community
- Betty Ramos - Gifted/Talented Parent
- Kim Reddington - Parent/Free/Reduced
- Carla Renick - Parent of Gifted/Talented
- Francisca Robles - Parent/Hispanic
- Martin Robles - Parent/Hispanic
- Rosemary Shaw - Community
- Lisa Sheets - Community
- Shan Sheridan - Business
- Stan Smith - Community
- Wanda Smith - Community
- Robin Sovanich - Parent/Graduated/Special Needs
- Keona Stidham - Community
- Matt Stidham - Community
- Don Stock - Community

- Cindy Swope - Community
- Susan Tharp - Community
- Susie Trees - Community
- Aureliano Trenado - Parent Minority Student
- Matia Trenado - Parent Minority Student
- Della Weber - Freshman Parent
- Andrea West - Parent/Special Needs
- Cathy Wilkinson - Parent Dual Credit Student
- Frank Wilkinson - Parent Dual Credit Student

# 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:**

- to be treated as a valued person.
- to be challenged.
- to be treated with dignity and respected learner regardless of ethnic and socio-economic background.
- enough space to learn.
- enough materials to learn.
- to be provided with tools to be successful.
- to have information presented in a variety of ways.
- the best education they can get in a safe environment
- the opportunity to achieve.
- have all tools available to be successful.
- be prepared for higher education.
- to be taught critical thinking skills.
- more guidance from counselors.
- continuity in the guidance office with students.
- students assigned to counselors all four years.
- career testing.

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

- Teaching with professionalism and integrity.
- Quality education provided by being prepared and providing timely feedback on learning, homework, quizzes.
- Treating all students with professionalism, fairness, and respect.
- Providing a challenging and interesting curriculum.
- Communicating with parents and families on behalf of the students.
- Being current in knowledge and areas of education.
- Using different teaching techniques to help students learn.
- Making the most of the 70 minute class period.
- Making themselves available for extra time and extra help for students.

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

\*Paying attention in class and working to their maximum potential. \*Completing homework or practice assignments. \*Coming in for extra time and extra help during Bonus Period, before school, and after school. \*Good attendance at school. \*Talking with their parents about school.

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

- % of students who pass Algebra I ECA: 100%
- % of students who pass English 10 ECA: 100%
- % of students who graduate in 4 years or less: 100%%
- % of students who : 0%
- % of students who who earn a Core 40 diploma: 100%
- % of students who achieve Academic Honors Diploma: 50%

# 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.

## 9th and 10th Grade Students - 100% of 9th & 10th Grade students will increase reading levels as determined by Fountas-Pinnell and Scholastic Reading Inventories

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		40	100	100		100		100		100		100

## All Students - Behavior Observation

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	76.7	80	100	100		100		100		100		100

## All students - Earning a Core 40 Diploma

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57%	70	59%	73.3	75		77		80		85		100%

**All Students - Graduation Rate**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	75.7	80	76.7	82	81.9	85		87		90		100

**All students - passing Algebra I End of Course Assessment**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66%	67%	60%	62	67		70		75		80		100%

**All students - Passing English 10 End of Course Assessment**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
63%	61%	60	62	67		70		75		80		100%

**All students tested - % at Mastery on English 10 ECA Writing Processes**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%	74.6%	60	58%	65		70%		75		80		100%

**Free & Reduced - Passing Algebra I End Of Course Assessment**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			53.13	57		65		70		80		100

**Free and Reduced - Passing English 10 End of Course Language Arts**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53%	48%	56%	49.21	59%		62%		65		70		100%

**Hispanic Students - All Hispanic students will pass English 10 ECA**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		5%	8%	13%		18%		23%		28%		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... [blank]**

**We are concerned that... 64% of incoming freshmen read below grade level**

118/240 incoming freshman are reading below grade level. This was determined by NWEA testing.

**We are concerned that... individual student behavior infringes on other student's ability to learn**

58% of students, 56% of faculty, and 37% of parents believe student behavior interferes with their learning.

**We are concerned that... there is a lack of parent involvement**

The over-all number of parents who took the survey is only about 5% of the total parent population.

**We are concerned that... Free & Reduced Population are not passing English 10 ECA**

Only 49.21% of our Free and Reduced Population have passed the English 10 ECA.

**We are concerned that... Free & Reduced are not Passing the Algebra I ECA**

Only 51.3% of our Free and Reduced Population passed the Algebra I ECA last year.

**We are concerned that... our Hispanic students are not passing the English 10 ECA**

Only 8% of our Hispanic students passed the English 10 ECA

## **Required Areas of Concern**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

**X. Graduation Plan**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Behavior Observation Summaries and Alerts

Through the use of our Student Assist Team, students are identified for observation in the areas of behavior, grades, and attendance. The student's teachers receive a form to help monitor those areas. The Student Assist Team meets weekly to discuss the progress of these students and any other problems that might arise. Results from referrals, grades, attendance, and graduation rate are tabulated and made available to faculty members and the Student Assist Team through the Office of the Student School Liaison.

**Impact Level:** Low Impact

**Focus:** General

### Parent Involvement

Frankfort High School will offer an important parent meeting relative to the Algebra 1 and English 10 ECA. This meeting will be held during the first Parent-Teacher Conference night. Follow-up information will be made through letters and articles in the school newsletter concerning the importance of these tests.

**Impact Level:** High Impact - Outside

**Focus:** General

### Pedagogical Methods for Reading Strategies in English Language Arts

During the 2011-2012 school year, Frankfort High School will focus upon reading strategies in specific content areas including English Language Arts. During the twelve-week trimester period, the literacy coach will work with English Language Arts to introduce, discuss, and encourage implementation of literacy strategies applicable to content-specific forms of reading. During the rest of the school year, the literacy coach will be there for support and questions.

**Impact Level:** High Impact - Inside

**Focus:** General

### Pedagogical Methods for Reading Strategies in Mathematics

During the 2011-2012 school year, Frankfort High School will focus upon reading strategies in specific content areas including Mathematics. During the twelve-week trimester period, the literacy coach will work with Mathematics Department to introduce, discuss, and encourage implementation of literacy strategies applicable to content-specific forms of reading. During the rest of the school year, the literacy coach will be there for support and questions.

**Impact Level:** Low Impact

**Focus:** General

### Pedagogical Methods for Reading Strategies in Science

During the 2011-2012 school year, Frankfort High School will focus upon reading strategies in specific content areas including Science. During the twelve-week trimester period, the literacy coach will work with Science Department to introduce, discuss, and encourage implementation of literacy strategies applicable to content-specific forms of reading. During the rest of the school year, the literacy coach will be there for support and questions.

**Impact Level:** High Impact - Inside

**Focus:** General

### **Pedagogical Methods for Reading Strategies in Social Studies**

During the 2011-2012 school year, Frankfort High School will focus upon reading strategies in Social Studies. During the twelve-week trimester period, the literacy coach will work with the Social Studies Department to introduce, discuss, and encourage implementation of literacy strategies applicable to content-specific forms of reading. During the rest of the school year, the literacy coach will be there for support and questions.

**Impact Level:** High Impact - Inside

**Focus:** General

### **Reading Levels - Developmental Reading Class**

Developmental Reading instruction (Reading Workshop) will be implemented for all struggling readers to strengthen their abilities to become better readers (fluency, comprehension, and vocabulary). The reading specialist at the high school will work with these students in the Reading Workshop beginning their freshman year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **Required Strategies**

### **F. Encourage Rigorous Curriculum: Language Arts Curriculum Mapping**

The Language Arts teachers will "unpack" Language Arts Standards for English 9 and English 10. The purpose will be to align course curriculum and instruction with state standards.

**Impact Level:** High Impact - Inside

**Focus:** General

### **G. Attendance**

The attendance officer will daily make a personal contact with every parent whose student has been absent two or more days in a row. After a student misses 4 days, an attendance contract will be signed to insure that the student will attend school.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **I. Focused Academic Area: 20 Day Plan Algebra I**

During bonus period for 20 days prior to the Algebra I ECA exam, Algebra I students will receive additional review instruction from teams of three math teachers in order to help prepare for the test. (This process is step three and is used in conjunction with the Student Success Process (SSP) and the Wednesday ECA Bonus Period for Algebra I)

**Impact Level:** High Impact - Inside

**Focus:** General

### **I. Focused Academic Area: 20 day plan English 10**

During bonus period for 20 days prior to the English 10 ECA Exam, English 10 students will receive additional review instruction from teams of 2 teachers in order to help prepare for the ECA Exam. (This is step three of the process for English 10 and is used in conjunction with the Student Success Process (SSP) and the Wednesday English ECA Bonus Period)

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **I. Focused Academic Area: Reading Levels - All 9th and 10th grade students**

Reading levels will be assessed for all 9th and 10th grade students through Lexile testing and the Fountas-Pinnell Benchmark assessment system. This testing will occur in all 9th and 10th grade Language Arts classes three times yearly. As a result of these assessments, 9th and 10th grade teachers will differentiate instruction based on these two assessments.

**Impact Level:** High Impact - Inside

**Focus:** General

### **I. Focused Academic Area: Reporting Writing Process Results to Parents**

Each teacher will require every student in each class to write and revise a 250 word essay during each trimester. Teachers will then enter rubric scores on "Writing Rubric Report Card" that will be sent home to each student's parents. Students will write and revise essays five times during the 2011-2012 school year. The analysis and interpretation of data from each writing cycle will direct and focus instruction for the following writing cycle.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **I. Focused Academic Area: Sustained Silent Reading**

Frankfort High School will also continue its Sustained Silent Reading (SSR) program, which requires all faculty, staff, and students to read material of their choice (non-textbook) during the last fifteen minutes of first hour classes.

**Impact Level:** Low Impact

**Focus:** Specific

### **I. Focused Academic Area: Wednesday ECA Algebra Bonus**

During Wednesday bonus period of each week, students in Algebra I will receive additional course review instruction from teams of three teachers in order to help prepare for the test.

**Impact Level:** High Impact - Inside

**Focus:** General

### **I. Focused Academic Area: Wednesday ECA English 10 Bonus**

During Wednesday bonus period of each week, students in English 10 will receive additional course review instruction from teams of 2 teachers in order to help prepare for the End of Course Exam. (This process is step 2 and is used in conjunction with the Student Success Process and 20 Day Plan for English).

**Impact Level:** High Impact - Inside

**Focus:** General

### **U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in Algebra I**

Teachers will utilize the Student Success Process (SSP) for all focused students having difficulties with success in Algebra I with the goal of meeting 80% mastery of content standards. (This strategy will be used in conjunction with Wednesday ECA Bonus and 20 Day Plan for Algebra I).

**Impact Level:** High Impact - Inside

**Focus:** General

### **U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in English 10**

Teachers will utilize the Student Success Process (SSP) for all focused students having difficulties with success in English 10 with the goal of meeting 80% mastery of content standards. (This strategy will be used in conjunction with Wednesday ECA Bonus and 20 Day Plan for English 10).

**Impact Level:** High Impact - Inside

**Focus:** General

### **X. Graduation Plan: Creating a 4 year plan**

Annually School Counselors will assist all high school students in updating their four year plan. The four year plan will guide students in making their course selections which will directly correlate to their career field choice. Taking courses that are directly related to their career field choice will prepare students for their post secondary education and/or their chosen career. Students will be encouraged to work towards the Core 40 Diploma, take AP courses as well as honors and dual credit. This strategy will address the lack of student direction and desire to take challenging courses, which is an area of concern. Upon satisfactory fulfillment, the Graduation Plan will enable students to 1)graduate, 2)have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution and 3)it will include an indication of assessments (other than ISTEP and ECA) that the student plans to take voluntarily during grades 10 through 12.

**Impact Level:** High Impact - Outside

**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: Language Arts Curriculum Mapping

teacher's diary maps

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

### I. Focused Academic Area: 20 Day Plan Algebra I

The number of brief teacher summaries discussing their bonus period activities during Algebra I ECA prep

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

### I. Focused Academic Area: 20 day plan English 10

% of teachers teaching mini-lessons to students preparing to take the ECA

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

### I. Focused Academic Area: Reading Levels - All 9th and 10th grade students

Percentage of teachers implementing reading strategies

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	100		100	

Percentage of teachers assessing reading levels

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	95		100	

**I. Focused Academic Area: Reporting Writing Process Results to Parents**

100% of the teaching staff will participate in this school-wide initiative

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

**I. Focused Academic Area: Wednesday ECA Algebra Bonus**

% of teachers involved in teaching with Wednesday Algebra ECA Bonus

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

The brief teacher summaries discussing their involvement in the Algebra I bonus period review

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

**I. Focused Academic Area: Wednesday ECA English 10 Bonus**

% of teachers teaching the Wednesday English 10 ECA Bonus

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

% of teachers taking part in brief summaries discussing their involvement in the English 10 bonus period review

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

**U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in Algebra I**

% of teachers who teach and reteach standards until mastery is met.

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

**U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in English 10**

% of teachers who teach and reteach standards until mastery is met

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

## 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, 2011:** Collect baseline data: teacher's diary maps **Person:** English Dept  
**Aug 31, 2011:** introduce corporation maps to new teachers **Person:** Debra McDowell  
**Aug 31, 2011:** review of diary maps **Person:** Debra McDowell  
**Sep 16, 2011:** common teaching and assessment meetings **Person:**  
**Oct 12, 2011:** Check diary maps for progress **Person:** principal  
**Oct 28, 2011:** common teaching and assessment meetings **Person:**  
**Nov 9, 2011:** Check diary maps for progress **Person:** principal  
**Nov 30, 2011:** Collect fall data: teacher's diary maps **Person:** English Dept  
**Dec 9, 2011:** common teaching and assessment meetings **Person:**  
**Dec 14, 2011:** Check diary maps for progress **Person:** principal  
**Jan 11, 2012:** Check diary maps for progress **Person:** principal  
**Jan 20, 2012:** common teaching and assessment meetings **Person:**  
**Feb 8, 2012:** Check diary maps for progress **Person:** principal  
**Mar 2, 2012:** common teaching and assessment meetings **Person:**  
**Mar 14, 2012:** Check diary maps for progress **Person:** principal  
**Apr 11, 2012:** Check diary maps for progress **Person:** principal  
**Apr 13, 2012:** common teaching and assessment meetings **Person:**  
**May 9, 2012:** Check diary maps for progress **Person:** principal  
**May 25, 2012:** common teaching and assessment meetings **Person:**  
**Jun 30, 2012:** Collect spring data: teacher's diary maps **Person:** English Dept

## Focused Academic Area

**Jan 4, 2011:** Send informational letter to parents **Person:** Kay Antonelli  
**Jan 8, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Jan 9, 2011:** Hand out curriculum to teachers **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Jan 10, 2011:** Collect brief teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer  
**Jan 15, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Jan 16, 2011:** Hand out curriculum to teachers **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Jan 17, 2011:** Collect brief teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer  
**Jan 22, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Jan 23, 2011:** Hand out curriculum to teachers **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Jan 24, 2011:** Collect brief teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer  
**Jan 29, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Jan 30, 2011:** Collect fall data: Percentage of teachers implementing reading strategies **Person:** Jen Wahl/Angie Schoenbeck  
**Jan 30, 2011:** Hand out curriculum to teachers **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Jan 31, 2011:** Collect brief teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer  
**Feb 5, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Feb 6, 2011:** Hand out curriculum to teachers **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Feb 7, 2011:** Collect brief teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer  
**Feb 12, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Feb 13, 2011:** Hand out curriculum to teachers **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton  
**Feb 14, 2011:** Collect brief teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer  
**Feb 19, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton

**Feb 20, 2011:** Hand out curriculum to teachers **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton

**Feb 21, 2011:** Collect brief teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer

**Feb 26, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton

**Feb 27, 2011:** Hand out curriculum to teachers **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton

**Feb 28, 2011:** Collect brief teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer

**Mar 5, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton

**Mar 6, 2011:** Hand out curriculum to teachers **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton

**Mar 7, 2011:** Collect brief teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer

**Mar 12, 2011:** Plan curriculum **Person:** Deby McDowell, Marie Shaffer, and Kia Rushton

**Apr 1, 2011:** Collect baseline data: % of teachers taking part in brief summaries discussing their involvement in the English 10 bonus period review **Person:**

**Apr 1, 2011:** Collect baseline data: % of teachers teaching mini-lessons to students preparing to take the ECA **Person:** Kia Rushton

**Apr 1, 2011:** Collect baseline data: % of teachers teaching the Wednesday English 10 ECA Bonus **Person:** Marie Shaffer

**Apr 1, 2011:** Collect baseline data: 100% of the teaching staff will participate in this school-wide initiative **Person:**

**Apr 1, 2011:** Collect baseline data: The brief summaries discussing their involvement in the English 10 bonus period **Person:** Marie Shaffer

**Apr 1, 2011:** Collect baseline data: The brief teacher summaries discussing their involvement in the Algebra I bonus period review **Person:**

**Apr 1, 2011:** Collect baseline data: The number of brief teacher summaries discussing their bonus period activities during Algebra I ECA prep **Person:** Jarred Jagger and Jennifer Fitch

**Jun 30, 2011:** Collect spring data: % of teachers involved in teaching with Wednesday English 10 ECA Bonus **Person:** Marie Shaffer

**Jun 30, 2011:** Collect spring data: The teacher summaries discussing involvement in bonus period **Person:** Marie Shaffer

**Aug 17, 2011:** Training **Person:** Bobbi Carter

**Aug 25, 2011:** First Writing Cycle - 1st draft - persuasive **Person:** Bobbi Carter

**Aug 29, 2011:** Data Collection **Person:** Jenny Harris

**Aug 29, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Aug 30, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Aug 30, 2011:** First Writing Cycle - 1st draft - Persuasive - synthesize **Person:** Donovan Harshbarger

**Aug 31, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Sep 1, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Sep 5, 2011:** First Writing Cycle - final paper - persuasive **Person:** Bobbi Carter

**Sep 6, 2011:** Data Collection **Person:** Jenny Harris

**Sep 7, 2011:** First Writing Cycle - Final Paper - persuasive synthesize **Person:** Donovan Harshbarger

**Oct 6, 2011:** Second Writing Cycle - 1st draft - narrative **Person:** Bobbi Carter

**Oct 10, 2011:** Data Collection **Person:** Jenny Harris

**Oct 10, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Oct 11, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Oct 11, 2011:** Second Writing Cycle - 1st draft - narrative - synthesize **Person:** Donovan Harshbarger

**Oct 12, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Oct 13, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Oct 14, 2011:** Second Writing Cycle - final paper - narrative **Person:** Bobbi Carter

**Oct 17, 2011:** Data Collection **Person:** Jenny Harris

**Oct 18, 2011:** Second Writing Cycle - Final Paper - narrative - synthesize **Person:** Donovan Harshbarger

**Nov 10, 2011:** Discuss plan with teachers at meeting **Person:** Kay Antonelli

**Nov 10, 2011:** Discuss plan with teachers at meeting **Person:** Kay Antonelli

**Nov 10, 2011:** Discuss plan with teachers at meeting **Person:** Kay Antonelli

**Nov 17, 2011:** Third Writing Cycle - 1st draft - persuasive **Person:** Bobbi Carter

**Nov 21, 2011:** Data Collection **Person:** Jenny Harris

**Nov 22, 2011:** Third Writing Cycle - 1st draft - persuasive - synthesize **Person:** Donovan Harshbarger

**Nov 28, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Nov 29, 2011:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Nov 30, 2011:** Collect fall data: % of teachers involved in teaching with Wednesday Algebra ECA Bonus **Person:**

**Nov 30, 2011:** Collect fall data: % of teachers involved in teaching with Wednesday English 10 Bonus **Person:** Marie Shaffer

**Nov 30, 2011:** Collect fall data: % of teachers taking part in brief summaries discussing their involvement in the English 10 bonus period review **Person:** Marie Shaffer

**Nov 30, 2011:** Collect fall data: % of teachers teaching mini-lessons to students preparing to take the ECA **Person:** Kia Rushton

**Nov 30, 2011:** Collect fall data: % of teachers teaching the Wednesday English 10 ECA Bonus **Person:** Marie Shaffer

**Nov 30, 2011:** Collect fall data: 100% of the teaching staff will participate in this school-wide initiative **Person:**

**Nov 30, 2011:** Collect fall data: Percentage of teachers assessing reading levels **Person:** Jen Wahl

**Nov 30, 2011:** Collect fall data: The brief teacher summaries discussing their involvement in the Algebra I bonus period review  
**Person:**

**Nov 30, 2011:** Collect fall data: The brief teacher summaries discussing their involvement in the English 10 bonus period  
**Person:** Marie Shaffer

**Nov 30, 2011:** Collect fall data: The number of brief teacher summaries discussing their bonus period activities during Algebra I  
 ECA prep  
**Person:** Jarred Jagger and Jennifer Fitch

**Nov 30, 2011:** Entire school watches faculty produced reteaching video  
**Person:** Writing committee

**Dec 1, 2011:** Entire school watches faculty produced reteaching video  
**Person:** Writing committee

**Dec 1, 2011:** Group teachers based on math comfort level  
**Person:** Kay Antonelli

**Dec 1, 2011:** Group teachers based on math comfort level  
**Person:** Kay Antonelli

**Dec 1, 2011:** Group teachers based on math comfort level  
**Person:** Kay Antonelli

**Dec 2, 2011:** Third Writing Cycle - final paper - persuasive  
**Person:** Bobbi Carter

**Dec 5, 2011:** Data Collection  
**Person:** Jenny Harris

**Dec 6, 2011:** Third Writing Cycle - final paper - persuasive - synthesize  
**Person:** Donovan Harshbarger

**Jan 4, 2012:** Send informational letter to parents  
**Person:** Kay Antonelli

**Jan 4, 2012:** Send informational letter to parents  
**Person:** Kay Antonelli

**Jan 8, 2012:** Plan curriculum  
**Person:** Andy Dudley and Portia Naze

**Jan 9, 2012:** Hand out curriculum to teachers  
**Person:** Andy Dudley and Portia Naze

**Jan 10, 2012:** Collect brief teacher summaries discussing involvement in bonus period review  
**Person:** Jarred Jagger and Jennifer Fitch

**Jan 15, 2012:** Plan curriculum  
**Person:** Andy Dudley and Portia Naze

**Jan 16, 2012:** Hand out curriculum to teachers  
**Person:** Andy Dudley and Portia Naze

**Jan 17, 2012:** Collect brief teacher summaries discussing involvement in bonus period review  
**Person:** Jarred Jagger and Jennifer Fitch

**Jan 19, 2012:** Fourth Writing Cycle - 1st draft - narrative  
**Person:** Bobbi Carter

**Jan 22, 2012:** Plan curriculum  
**Person:** Andy Dudley and Portia Naze

**Jan 23, 2012:** Data Collection  
**Person:** Jenny Harris

**Jan 23, 2012:** Entire school watches faculty produced reteaching video  
**Person:** Writing committee

**Jan 23, 2012:** Hand out curriculum to teachers  
**Person:** Andy Dudley and Portia Naze

**Jan 24, 2012:** Collect brief teacher summaries discussing involvement in bonus period review  
**Person:** Jarred Jagger and Jennifer Fitch

**Jan 24, 2012:** Entire school watches faculty produced reteaching video  
**Person:** Writing committee

**Jan 24, 2012:** Fourth Writing Cycle - 1st draft - narrative - synthesize  
**Person:** Donovan Harshbarger

**Jan 25, 2012:** Entire school watches faculty produced reteaching video  
**Person:** Writing committee

**Jan 26, 2012:** Entire school watches faculty produced reteaching video  
**Person:** Writing committee

**Jan 27, 2012:** Fourth Writing Cycle - final paper - narrative  
**Person:** Bobbi Carter

**Jan 29, 2012:** Plan curriculum  
**Person:** Andy Dudley and Portia Naze

**Jan 30, 2012:** Data Collection  
**Person:** Jenny Harris

**Jan 30, 2012:** Hand out curriculum to teachers  
**Person:** Andy Dudley and Portia Naze

**Jan 31, 2012:** Collect brief teacher summaries discussing involvement in bonus period review  
**Person:** Jarred Jagger and Jennifer Fitch

**Jan 31, 2012:** Fourth Writing Cycle - final paper - narrative - synthesize  
**Person:** Donovan Harshbarger

**Feb 5, 2012:** Plan curriculum  
**Person:** Andy Dudley and Portia Naze

**Feb 6, 2012:** Hand out curriculum to teachers  
**Person:** Andy Dudley and Portia Naze

**Feb 7, 2012:** Collect brief teacher summaries discussing involvement in bonus period review  
**Person:** Jarred Jagger and Jennifer Fitch

**Feb 12, 2012:** Plan curriculum  
**Person:** Andy Dudley and Portia Naze

**Feb 13, 2012:** Hand out curriculum to teachers  
**Person:** Andy Dudley and Portia Naze

**Feb 14, 2012:** Collect brief teacher summaries discussing involvement in bonus period review  
**Person:** Jarred Jagger and Jennifer Fitch

**Feb 19, 2012:** Plan curriculum  
**Person:** Andy Dudley and Portia Naze

**Feb 20, 2012:** Hand out curriculum to teachers  
**Person:** Andy Dudley and Portia Naze

**Feb 21, 2012:** Collect brief teacher summaries discussing involvement in bonus period review  
**Person:** Jarred Jagger and Jennifer Fitch

**Feb 26, 2012:** Plan curriculum  
**Person:** Andy Dudley and Portia Naze

**Feb 27, 2012:** Hand out curriculum to teachers  
**Person:** Andy Dudley and Portia Naze

**Feb 28, 2012:** Collect brief teacher summaries discussing involvement in bonus period review  
**Person:** Jarred Jagger and Jennifer Fitch

**Mar 1, 2012:** Fifth Writing Cycle - 1st draft - informational text  
**Person:** Bobbi Carter

**Mar 4, 2012:** Plan curriculum  
**Person:** Andy Dudley and Portia Naze

**Mar 5, 2012:** Data Collection **Person:** Jenny Harris

**Mar 5, 2012:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Mar 5, 2012:** Hand out curriculum to teachers **Person:** Andy Dudley and Portia Naze

**Mar 6, 2012:** Collect brief teacher summaries discussing involvement in bonus period review **Person:** Jarred Jagger and Jennifer Fitch

**Mar 6, 2012:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Mar 6, 2012:** Fifth Writing Cycle - 1st draft - informational text - synthesize **Person:** Donovan Harshbarger

**Mar 7, 2012:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Mar 8, 2012:** Entire school watches faculty produced reteaching video **Person:** Writing committee

**Mar 9, 2012:** Fifth Writing Cycle - final paper - informational text **Person:** Bobbi Carter

**Mar 11, 2012:** Plan curriculum **Person:** Andy Dudley and Portia Naze

**Mar 12, 2012:** Data Collection **Person:** Jenny Harris

**Mar 12, 2012:** Hand out curriculum to teachers **Person:** Andy Dudley and Portia Naze

**Mar 13, 2012:** Collect brief teacher summaries discussing involvement in bonus period review **Person:** Jarred Jagger and Jennifer Fitch

**Mar 13, 2012:** Fifth Writing Cycle - final paper - informational text - synthesize **Person:** Donovan Harshbarger

**Mar 19, 2012:** Send informational letter to parents **Person:** Principal

**Mar 21, 2012:** Discuss plan with teachers at meeting **Person:** Kia Rushton

**Mar 21, 2012:** Group teachers based on English/Language Arts comfort level **Person:** Principal

**Mar 24, 2012:** Plan Curriculum **Person:** Deby McDowell and Kia Rushton

**Mar 29, 2012:** Plan curriculum **Person:** Andy Dudley and Portia Naze

**Mar 30, 2012:** Hand out curriculum to teachers **Person:** Andy Dudley and Portia Naze

**Mar 31, 2012:** Collect brief summaries discussing involvement in bonus period review **Person:** Jarred Jagger and Jennifer Fitch

**Apr 2, 2012:** Guided Lesson Plan **Person:** Deby McDowell and Kia Rushton

**Apr 2, 2012:** Hand out materials and lesson plans to teachers **Person:** Deby McDowell

**Apr 5, 2012:** Plan curriculum **Person:** Andy Dudley and Portia Naze

**Apr 6, 2012:** Hand out curriculum to teachers **Person:** Andy Dudley and Portia Naze

**Apr 7, 2012:** Collect brief summaries discussing involvement in bonus period review **Person:** Jarred Jagger and Jennifer Fitch

**Apr 12, 2012:** Plan curriculum **Person:** Andy Dudley and Portia Naze

**Apr 13, 2012:** Hand out curriculum to teachers **Person:** Andy Dudley and Portia Naze

**Apr 14, 2012:** Collect brief summaries discussing involvement in bonus period review **Person:** Jarred Jagger and Jennifer Fitch

**Apr 19, 2012:** Plan curriculum **Person:** Andy Dudley and Portia Naze

**Apr 20, 2012:** Hand out curriculum to teachers **Person:** Andy Dudley and Portia Naze

**Apr 21, 2012:** Collect brief summaries discussing involvement in bonus period review **Person:** Jarred Jagger and Jennifer Fitch

**Apr 26, 2012:** Plan curriculum **Person:** Andy Dudley and Portia Naze

**Apr 27, 2012:** Hand out curriculum to teachers **Person:** Andy Dudley and Portia Naze

**Apr 28, 2012:** Collect brief summaries discussing involvement in bonus period review **Person:** Jarred Jagger and Jennifer Fitch

**May 3, 2012:** Plan curriculum **Person:** Andy Dudley and Portia Naze

**May 4, 2012:** Hand out curriculum to teachers **Person:** Andy Dudley and Portia Naze

**May 5, 2012:** Collect brief summaries discussing involvement in bonus period review **Person:** Jarred Jagger and Jennifer Fitch

**May 10, 2012:** Plan curriculum **Person:** Andy Dudley and Portia Naze

**May 11, 2012:** Hand out curriculum to teachers **Person:** Andy Dudley and Portia Naze

**May 12, 2012:** Collect brief summaries discussing involvement in bonus period review **Person:** Jarred Jagger and Jennifer Fitch

**May 30, 2012:** Collect 20-day plan portfolios from students **Person:** Jarred Jagger and Jennifer Fitch

**May 31, 2012:** Collect 20 day plan folders from teachers **Person:** Kia Rushton

**Jun 1, 2012:** Analyze student work in folders and compare with the ECA scores to determine areas of weakness to target in the future **Person:** Kia Rushton and Deby McDowell

**Jun 1, 2012:** Analyze student work in portfolios for areas of weakness to target in the future **Person:** Jarred Jagger and Jennifer Fitch

**Jun 30, 2012:** Collect spring data: % of teachers involved in teaching with Wednesday Algebra ECA Bonus **Person:**

**Jun 30, 2012:** Collect spring data: % of teachers taking part in brief summaries discussing their involvement in the English 10 bonus period review **Person:** Marie Shaffer

**Jun 30, 2012:** Collect spring data: % of teachers teaching mini-lessons to students preparing to take the ECA **Person:** Kia Rushton

**Jun 30, 2012:** Collect spring data: % of teachers teaching the Wednesday English 10 ECA Bonus **Person:** Marie Shaffer

**Jun 30, 2012:** Collect spring data: 100% of the teaching staff will participate in this school-wide initiative **Person:**

**Jun 30, 2012:** Collect spring data: Percentage of teachers assessing reading levels **Person:** Jen Wahl

**Jun 30, 2012:** Collect spring data: Percentage of teachers implementing reading strategies **Person:** Jen Wahl/Angie Schoenbeck

**Jun 30, 2012:** Collect spring data: The brief teacher summaries discussing their involvement in the Algebra I bonus period review **Person:**

**Jun 30, 2012:** Collect spring data: The number of brief teacher summaries discussing their bonus period activities during Algebra I ECA prep **Person:** Jarred Jagger and Jennifer Fitch

## Focused Student Group

**Apr 1, 2011:** Collect baseline data: % of teachers who teach and reteach standards until mastery is met **Person:** Marie Shaffer  
**Sep 16, 2011:** 4 weeks test is given **Person:** Algebra 1 teachers  
**Sep 16, 2011:** 4 weeks test is given **Person:** English 10 teachers  
**Sep 19, 2011:** standard with the least amount of mastery is retaught and retested in class **Person:** Algebra 1 teachers  
**Sep 19, 2011:** standard with the least amount of mastery is retaught and retested in class **Person:** English 10 teachers  
**Sep 26, 2011:** standard with the least amount of mastery is retaught and retested in bonus **Person:** English 10 teachers  
**Sep 26, 2011:** standard with the least amount of mastery is retaught and retested in bonus period for students who still have not reached mastery **Person:** Algebra 1 teachers  
**Oct 14, 2011:** 4 weeks test is given **Person:** Algebra 1 teachers  
**Oct 16, 2011:** 4 weeks test is given **Person:** English 10 teachers  
**Oct 17, 2011:** standard with the least amount of mastery is retaught and retested in class **Person:** Algebra 1 teachers  
**Oct 17, 2011:** standard with the least amount of mastery is retaught and retested in class **Person:** English 10 teachers  
**Oct 25, 2011:** standard with the least amount of mastery is retaught and retested in bonus **Person:** English 10 teachers  
**Oct 25, 2011:** standard with the least amount of mastery is retaught and retested in bonus period for students who still have not reached mastery **Person:** Algebra 1 teachers  
**Nov 11, 2011:** 4 weeks test is given **Person:** Algebra 1 teachers  
**Nov 11, 2011:** 4 weeks test is given **Person:** English 10 teachers  
**Nov 14, 2011:** standard with the least amount of mastery is retaught and retested in class **Person:** English 10 teachers  
**Nov 14, 2011:** standard with the least amount of mastery is retaught and retested in class **Person:** Algebra 1 teachers  
**Nov 21, 2011:** standard with the least amount of mastery is retaught and retested in bonus period for students who still have not reached mastery **Person:** Algebra 1 teachers  
**Nov 21, 2011:** standard with the least amount of mastery is retaught and retested in class **Person:** English 10 teachers  
**Nov 30, 2011:** Collect Fall data: % of teachers who teach and reteach standards until mastery is met **Person:** Jennifer Fitch  
**Nov 30, 2011:** Collect fall data: % of teachers who teach and reteach standards until mastery is met **Person:** Marie Shaffer  
**Nov 30, 2011:** Collect Fall data: % of teachers who teach and reteach standards until mastery is met **Person:** Marie Shaffer  
**Nov 30, 2011:** Collect fall data: % of teachers who teach and reteach standards until mastery is met. **Person:**  
**Dec 16, 2011:** 4 weeks test is given **Person:** Algebra 1 teachers  
**Dec 16, 2011:** 4 weeks test is given **Person:** English 10 teachers  
**Jan 3, 2012:** standard with the least amount of mastery is retaught and retested in class **Person:** Algebra 1 teachers  
**Jan 3, 2012:** standard with the least amount of mastery is retaught and retested in class **Person:** English 10 teachers  
**Jan 9, 2012:** standard with the least amount of mastery is retaught and retested in bonus **Person:** English 10 teachers  
**Jan 9, 2012:** standard with the least amount of mastery is retaught and retested in bonus period for students who still have not reached mastery **Person:** Algebra 1 teachers  
**Jan 27, 2012:** 4 weeks test is given **Person:** Algebra 1 teachers  
**Jan 27, 2012:** 4 weeks test is given **Person:** English 10 teachers  
**Jan 30, 2012:** standard with the least amount of mastery is retaught and retested in class **Person:** English 10 teachers  
**Jan 30, 2012:** standard with the least amount of mastery is retaught and retested in class **Person:** Algebra 1 teachers  
**Feb 6, 2012:** standard with the least amount of mastery is retaught and retested in bonus **Person:** English 10 teachers  
**Feb 6, 2012:** standard with the least amount of mastery is retaught and retested in bonus period for students who still have not reached mastery **Person:** Algebra 1 teachers  
**Feb 24, 2012:** 4 weeks test is given **Person:** Algebra 1 teachers  
**Feb 24, 2012:** 4 weeks test is given **Person:** English 10 teachers  
**Feb 27, 2012:** standard with the least amount of mastery is retaught and retested in bonus **Person:** English 10 teachers  
**Feb 27, 2012:** standard with the least amount of mastery is retaught and retested in class **Person:** Algebra 1 teachers  
**Mar 5, 2012:** standard with the least amount of mastery is retaught and retested in bonus period for students who still have not reached mastery **Person:** Algebra 1 teachers  
**Mar 5, 2012:** standard with the least amount of mastery is retaught and retested in class **Person:** English 10 teachers  
**Mar 23, 2012:** 4 weeks test is given **Person:** Algebra 1 teachers  
**Apr 2, 2012:** standard with the least amount of mastery is retaught and retested in class **Person:** Algebra 1 teachers  
**Apr 27, 2012:** 4 weeks test is given **Person:** Algebra 1 teachers  
**Apr 30, 2012:** standard with the least amount of mastery is retaught and retested in class **Person:** Algebra 1 teachers  
**May 31, 2012:** 4 weeks test is given **Person:** Algebra 1 teachers  
**Jun 1, 2012:** Collect Spring data: % of teachers who teach and reteach standards until mastery is **Person:** Jennifer Fitch  
**Jun 1, 2012:** Collect Spring data: % of teachers who teach and reteach standards until mastery is met **Person:** Marie Shaffer  
**Jun 30, 2012:** Collect spring data: % of teachers who teach and reteach standards until mastery is met **Person:** Marie Shaffer  
**Jun 30, 2012:** Collect spring data: % of teachers who teach and reteach standards until mastery is met. **Person:**

## Graduation Plan

**Feb 1, 2011:** Hold individual meetings with students to choose courses for 2012-2013 **Person:** Danielle White, Dianna Magee, Doug Adams

**Sep 1, 2011:** Collaborate with teachers to secure rooms with computers for career inventory **Person:** Danielle White

**Sep 1, 2011:** Set meeting with teachers to explain how to use career inventory **Person:** Danielle White

**Sep 1, 2011:** Update diploma plan sheets for each option **Person:** Danielle White

**Sep 1, 2011:** Update student guide for career inventory **Person:** Danielle White

**Nov 1, 2011:** Separate career inventory results by counselor **Person:** Danielle White

**Dec 1, 2011:** Publicize elective fair to students **Person:** Danielle White, Dianna Magee, Doug Adams

**Dec 1, 2011:** Set up time to go into classrooms to schedule course scheduling meetings **Person:** Danielle White

**Dec 15, 2011:** Send postcards regarding parent/student/counselor scheduling meeting **Person:** Carla Renick

**Feb 1, 2012:** Discuss and document career/future plans at scheduling meeting **Person:** Danielle White, Dianna Magee, Doug Adams

## Reading Levels - Developmental Reading Class

**Aug 15, 2011:** Students below grade level will be enrolled in Developmental Reading at FHS **Person:** Jaime Rychener, Jen Wahl

**Aug 15, 2011:** Students will be assessed through the F&P benchmark assessments at the beginning and end of each trimester to determine literacy growth. **Person:** Jaime Rychener, Jen Wahl

**Sep 26, 2011:** Students will be assessed through the F&P benchmark assessments at the beginning and end of each trimester to determine literacy growth. **Person:** Jaime Rychener, Jen Wahl

**Nov 7, 2011:** Students will be assessed through the F&P benchmark assessments at the beginning and end of each trimester to determine literacy growth. **Person:** Jaime Rychener, Jen Wahl

**Dec 19, 2011:** Students will be assessed through the F&P benchmark assessments at the beginning and end of each trimester to determine literacy growth. **Person:** Jaime Rychener, Jen Wahl

**Jan 30, 2012:** Students will be assessed through the F&P benchmark assessments at the beginning and end of each trimester to determine literacy growth. **Person:** Jaime Rychener, Jen Wahl

**Mar 13, 2012:** Students will be assessed through the F&P benchmark assessments at the beginning and end of each trimester to determine literacy growth. **Person:** Jaime Rychener, Jen Wahl

**Apr 24, 2012:** Students will be assessed through the F&P benchmark assessments at the beginning and end of each trimester to determine literacy growth. **Person:** Jaime Rychener, Jen Wahl

# Professional Development Summary

## REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

## Reading Levels - Developmental Reading Class

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum: Language Arts Curriculum Mapping

### common teaching and assessment meetings

**Brief Description:** English Teachers will meet and discuss common assessments, reteaching and curriculum changes

**Intended Participants:** Teachers, Administrators

**Dates:** Sep 16, 2011; Oct 28, 2011; Dec 9, 2011; Jan 20, 2012; Mar 2, 2012; Apr 13, 2012; May 25, 2012

**Activity Purpose:** Refinement

**Activity Format:** Collaborative Problem Solving

**Funding:** professional dev. fund

**Does this activity occur during the school day?** Yes

### introduce corporation maps to new teachers

**Brief Description:** Meet with any new English teachers and show them corporation maps for areas they are teaching and provide information needed to begin.

**Intended Participants:** Teachers

**Date:** Aug 31, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Talk to

**Funding:** professional dev. fund

**Does this activity occur during the school day?** Yes

## **I. Focused Academic Area: 20 Day Plan Algebra I**

No professional development is needed for this strategy.

## **I. Focused Academic Area: 20 day plan English 10**

### **Guided Lesson Plan**

**Brief Description:** English teachers will provide a detailed lesson plan for instructors.

**Intended Participants:** Teachers

**Date:** Apr 2, 2012

**Activity Purpose:** Feedback/Support

**Activity Format:** Peer Coaching

**Funding:** N/A

**Does this activity occur during the school day?** No

### **Plan Curriculum**

**Brief Description:** Curriculum will be planned based on common assessment data in English 10A/B and data from the 2010-2011 ECA exam. We will determine the targeted areas of needed instruction based on the lowest area of mastery of each standard.

**Intended Participants:** Teachers, Administrators

**Date:** Mar 24, 2012

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Collaborative Problem Solving

**Funding:** N/A

**Does this activity occur during the school day?** Yes

## **I. Focused Academic Area: Reading Levels - All 9th and 10th grade students**

No professional development is needed for this strategy.

## **I. Focused Academic Area: Reporting Writing Process Results to Parents**

### **Training**

**Brief Description:** Training on the first day of school and throughout the school year.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 17, 2011

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

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

Funding: professional development fund

Does this activity occur during the school day? Yes

### **I. Focused Academic Area: Wednesday ECA Algebra Bonus**

No professional development is needed for this strategy.

### **I. Focused Academic Area: Wednesday ECA English 10 Bonus**

No professional development is needed for this strategy.

### **U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in Algebra I**

No professional development is needed for this strategy.

### **U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in English 10**

No professional development is needed for this strategy.

### **X. Graduation Plan: Creating a 4 year plan**

No professional development is needed for this strategy.

# Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

## Local Areas of Concern

### We are concerned that... [blank]

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

### We are concerned that... 64% of incoming freshmen read below grade level

**Data Targets Influenced by This Concern:**

- 9th and 10th Grade Students -- 100% of 9th & 10th Grade students will increase reading levels as determined by Fountas-Pinnell and Scholastic Reading Inventories

**Strategies to Impact This Concern:**

- Pedagogical Methods for Reading Strategies in English Language Arts
- Pedagogical Methods for Reading Strategies in Mathematics
- Pedagogical Methods for Reading Strategies in Science
- Pedagogical Methods for Reading Strategies in Social Studies
- Reading Levels - Developmental Reading Class
- I. Focused Academic Area: Reading Levels - All 9th and 10th grade students
- I. Focused Academic Area: Sustained Silent Reading

### We are concerned that... individual student behavior infringes on other student's ability to learn

**Data Targets Influenced by This Concern:**

- All Students -- Behavior Observation

**Strategies to Impact This Concern:**

- Behavior Observation Summaries and Alerts

### We are concerned that... there is a lack of parent involvement

**Data Targets Influenced by This Concern:**

- All students -- Earning a Core 40 Diploma
- All students -- passing Algebra I End of Course Assessment
- All students -- Passing English 10 End of Course Assessment
- Free and Reduced -- Passing English 10 End of Course Language Arts

**Strategies to Impact This Concern:**

- Parent Involvement

## **We are concerned that... Free & Reduced Population are not passing English 10 ECA**

### **Data Targets Influenced by This Concern:**

- Free and Reduced -- Passing English 10 End of Course Language Arts

### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Language Arts Curriculum Mapping
- I. Focused Academic Area: Wednesday ECA English 10 Bonus
- I. Focused Academic Area: 20 day plan English 10
- U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in English 10

## **We are concerned that... Free & Reduced are not Passing the Algebra I ECA**

### **Data Targets Influenced by This Concern:**

- Free & Reduced -- Passing Algebra I End Of Course Assessment

### **Strategies to Impact This Concern:**

- I. Focused Academic Area: Wednesday ECA Algebra Bonus
- I. Focused Academic Area: 20 Day Plan Algebra I
- U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in Algebra I

## **We are concerned that... our Hispanic students are not passing the English 10 ECA**

### **Data Targets Influenced by This Concern:**

- Hispanic Students -- All Hispanic students will pass English 10 ECA

### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Language Arts Curriculum Mapping
- I. Focused Academic Area: Wednesday ECA English 10 Bonus
- I. Focused Academic Area: 20 day plan English 10
- U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in English 10

## **Required Areas of Concern**

### **F. Encourage Rigorous Curriculum (IN Rules)**

#### **Data Targets Influenced by This Concern:**

- All students -- Earning a Core 40 Diploma
- All Students -- Graduation Rate

#### **Strategies to Impact This Concern:**

- Pedagogical Methods for Reading Strategies in English Language Arts
- F. Encourage Rigorous Curriculum: Language Arts Curriculum Mapping
- I. Focused Academic Area: 20 day plan English 10
- X. Graduation Plan: Creating a 4 year plan

## I. Focused Academic Area (IN Rules)

### Data Targets Influenced by This Concern:

- All students -- Passing English 10 End of Course Assessment
- All students tested -- % at Mastery on English 10 ECA Writing Processes
- Free & Reduced -- Passing Algebra I End Of Course Assessment
- Free and Reduced -- Passing English 10 End of Course Language Arts
- Hispanic Students -- All Hispanic students will pass English 10 ECA

### Strategies to Impact This Concern:

- I. Focused Academic Area: 20 Day Plan Algebra I
- I. Focused Academic Area: Reporting Writing Process Results to Parents
- I. Focused Academic Area: Sustained Silent Reading
- I. Focused Academic Area: 20 day plan English 10
- I. Focused Academic Area: Wednesday ECA English 10 Bonus
- I. Focused Academic Area: Wednesday ECA Algebra Bonus
- I. Focused Academic Area: Reading Levels - All 9th and 10th grade students

## U. Focused Student Group (IN Rules)

### Data Targets Influenced by This Concern:

- Free & Reduced -- Passing Algebra I End Of Course Assessment
- Free and Reduced -- Passing English 10 End of Course Language Arts

### Strategies to Impact This Concern:

- Pedagogical Methods for Reading Strategies in Mathematics
- Pedagogical Methods for Reading Strategies in Science
- Pedagogical Methods for Reading Strategies in Social Studies
- I. Focused Academic Area: Wednesday ECA English 10 Bonus
- I. Focused Academic Area: 20 day plan English 10
- U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in English 10
- U. Focused Student Group: Students Who Fail to Meet 80% Mastery of State Standards in Algebra I

## X. Graduation Plan (IN Rules)

### Data Targets Influenced by This Concern:

- All students -- Earning a Core 40 Diploma
- All Students -- Graduation Rate

### Strategies to Impact This Concern:

- G. Attendance
- X. Graduation Plan: Creating a 4 year 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?	Guidance Office, Main Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	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.	NWEA, LasLinks, Fontas-Pinnell, Compass Testing, Work Keys, Career Cruising. LasLinks is used for our ENL growth, Fontas-Pinnell is used for all 9th and 10th grade students for reading levels, Compass Testing, Work Keys, and Career Cruising is used for our vocational students.

## 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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 2013-2014 school year