

# **School Improvement Plan - 2010-2011**

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## **Lawrenceburg High School (1177)**

**Lawrenceburg Com School Corp**

**Lawrenceburg, 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

Lawrenceburg 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
- NCA

## **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

- - Parent/Guardian
- -
- LeAnn Ambs - School Counselor
- Sheila Chrisman - Parent/Guardian
- Gayle Lightner - Teacher
- Pete Resnick - Community
- Bill Snyder - Administrator
- Melissa Tedesco - Teacher

## Strategy Chairs

- Pete Arnold
- Mark Fette
- Jared Leiker
- Shawn Lightner
- Brandon Lorton
- Bill Snyder
- Pat Sutton
- Heather Weston

## Community Council

- Jonathan A Wood - Business
- Dena Baker - Parent
- Roni Banfield - Parent
- Thomas Beatley - Parent
- Ramona Bezold - Parent
- Tami Bovard - Business
- Ty and Michelle Bowell - Parents
- Barb Branigan - Parent
- Karen Brauer-Mueller - Parent
- Tim Centers - Parent
- Sheila Chrisman - Parent
- Travis Chrisman - Business
- Rick Clark - Parent
- Sharon Coffey - Parent
- Karen Craven - Parent
- Karen Ernst - Business
- Pam and Denny Feichtner - Parents
- Betty Fulton - Community Agent
- Kelly Hedger - Parent
- Rachelle Hrezo - Parent
- Mary Iannopollo - Parent
- Bonnie Kort-Teaney - Parent
- Donna Linkous - Parent
- Steve and Sandra Linn - Parents
- Becky Lyons - Parent
- Judy McAdams - Parent
- Donna Metzger - Parent
- Patrick Myers - Community Agent
- Mark Neff - Community Agent
- Philip Nicolai - Parent
- Kim Niewedde - Parent
- Terri Patterson - Parent
- Wendy Rainey - Business
- Pete Resnick - Business
- Brent Robinson - Business
- Brad Rupel - Parent
- Donald and Linda Rutledge - Parents
- Jeff Tarantino - Parent
- Lynn Tarantino - Parent
- Pam Taylor - Parent
- Heather Turner - Parent
- Linda Turpin - Parent
- Nancy Watkins - Parent
- Antonia Wyatt - Community Agent/Parent
- Amy Zielinski - Parent

# Vision Statement

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

## **We believe all students deserve:**

Lawrenceburg High School understands the importance of changing the current culture of education. Through core convictions of parents, community members, students, teachers, and administration certain behaviors and attitudes can be changed to foster a superior learning environment. We believe all students deserve to master core skills and knowledge necessary for post-secondary education. This concept promotes high expectations that students will be challenged, encouraged, respected, and engaged. Students deserve a curriculum that stresses problem-solving skills, coping strategies, and diversity to meet their needs in order to be productive citizens in the future.

Proper instruction by motivated, professional, and knowledgeable teachers who emphasize differentiated instruction is a must in the area of school improvement. The students deserve a culture of accountability. Further, technology and its advancements must be an integral tool of curriculum students need to be exposed to on a daily basis. They also deserve to have a voice in the decision-making process promoting independence, self-expression, and empowerment.

Students deserve additional assistance by adult mentors who demonstrate positive traits to help students develop plans and gain opportunities to learn work, social and moral skills and ethics for successful lifelong productive living.

Students deserve guidance that will lead them through the educational process of a four-year plan directed toward quality preparation for advanced education. The process will be developed and reviewed on an annual basis. Through guidance, we can provide experiences in community involvement and resources to aid students in valuing their community, stressing service and volunteering as ways to work in groups, help others, and learn about adult life.

The environment of a school is essential to overall achievement. Students deserve a safe, disciplined, drug free, positive environment. Teachers must provide encouragement and recognition for positive behavior and academic success. Students deserve to be cared about and treated as individuals by teachers who value students as well as the educational process. Administrators need to have vision and goals. As a result, students gain equal opportunities for proper education, a sense of being valued, and an environment of high expectations. Students and parents contribute to this environment by having students prepared to learn each and every day.

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

Each teacher, counselor, administrator, parent, and community member has high expectations of all students. These stakeholders work together to help students reach high expectations by communicating with each other, behaving as positive role models, and setting proper examples. All adults demonstrate respect, responsibility, honesty, trust, integrity, and foster attitudes conducive to a true learning environment.

All stakeholders must promote a lifelong learning culture by communicating more in home regarding family decisions, issues, and supporting school activities and programs. While at school, teachers will extend the adult conversation to topics of accountability, potential, self-control, and openness to change and diversity. The community and the school should be unified to model these behaviors. Adults must have a passion about education and seek to be optimistic and professional in their daily involvement with young impressionable minds. Adult consistency, patience, profession-pride, and compassion create support conducive for successful students.

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

have high expectations of themselves. Attend school on time every day and are motivated, ready to learn, organized, and accountable. Students will be respectful of others and demonstrate integrity by being honest, trustworthy, polite, and mature. Students need to have substance free minds for enthusiasm toward education. Successful students work to develop self-control, perceptiveness, and self-awareness.

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

- % of students who graduate from high school: 100%
- % of students who pass ECA Algebra 1: 100%
- % of students who pass ECA English 10: 100%

- % of students who earn a Core 40 diploma: 60%
- % of students who earn an Academic Honor Diploma: 40%
- % of students who take the SAT will score 500 or higher in each subject: 100%
- % of students who take the ACT will score 21 or higher in each subject: 100%
- % of students who who take an AP test and score a 3 or higher: 100%
- % of students who pass the ECA Algebra 2 test: 100%
- % of students who pass the Biology 1 ECA test: 100%
- % of students who earn 12 college credit hours while in high school: 100%

# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

## All graduates who take the ACT - Score at or above 21 composite

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	
			56%	56%		61%		66%		71%		100%

## All graduates who take the SAT - Score at or above 1500 composite

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	
			33%	33%		38%		43%		48%		100%

## All males - Earn a Core 40 diploma or higher

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	
			64%	64%		69%		74%		79%		100%



**All special ed and/or free/reduced males - pass Algebra 1 ECA**

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	
			17%	17%		22%		27%		32%		100%

**All students tested on Algebra 1 ECA - Master linear and quadratic equations**

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	
			31%	31%		36%		42%		47%		100%

**Class of 2013 males - On target for Academic Honor 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	
			22%	22%		27%		32%		37%		40%

## 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... students are not actively engaged in their own learning.**

**We are concerned that... there is not effective communication between, students, parents, and teachers.**

22% of faculty and 31% of community believe parents and students talk about school each week. 72% of student and 98% of parents say they talk to each other weekly about school. 33% of students and 24% of parents feel they communicate regularly with teachers. 74% of teachers believe they communicate regularly with parents.

**We are concerned that... student's personal problems and behaviors of other students interfere with learning.**

75% of the faculty believes this to be true. 35% of students and 13% of parents agree. 57% of students had discipline referrals.

## 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 â 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

### Communication Forums

Open meetings (general and targeted) will be held monthly at various time, ie. breakfast, lunch, and evening meetings, to invite parents, students, teachers, administrators, and community members to address issues of school improvement

**Impact Level:** High Impact - Outside

**Focus:** General

### Communication Outreach

Information developed at community forums will be disseminated by the school monthly to all parents, community members, faculty and students through various media

**Impact Level:** High Impact - Outside

**Focus:** General

### Differentiated Instruction

All teachers will use differentiated instruction at least once per week.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Interactive Technology

All teachers in all disciplines will use interactive technology in the classroom at least one time per week. The various technologies will include: smart boards, clickers for student responses scanner/digital recorder, and the air writer. Professional development will be provided for teachers on how to most effectively use this technology in the classroom.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Mentor Program

Teachers will serve as advisers to incoming freshmen who will also be assigned a junior mentor. These groups will meet bi-weekly during homeroom time.

**Impact Level:** High Impact - Outside

**Focus:** General

### Project-Based Learning

All teachers will use project-based learning in the classroom at least 1 time each 9 weeks.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Structured Job Shadowing Experiences**

All students in grades 9-12 will complete at least one structured job shadow experience each year. This will be coordinated through the Human Resources Department at Dearborn County Hospital then will be expanded to include other businesses in our area. Students will spend one full day each school year shadowing a job of their choice.

**Impact Level:** High Impact - Outside

**Focus:** General

## **Required Strategies**

### **F. Encourage Rigorous Curriculum: Early College Program**

Planning for an Early College curriculum will occur throughout the 2010-2011 school year by a team that will include the principal and counselor.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### **F. Encourage Rigorous Curriculum: In-depth content in key areas**

Teachers in core subjects will focus more on in-depth content, "depth vs breadth" in the classroom on a daily basis. This will be based on best practices that will be researched in each discipline. Teachers will build curriculum based on classroom assessments to determine gaps in mastery.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **I. Focused Academic Area: Math Lab**

All students who did not pass the Algebra I ECA will be in a mandatory math lab class in addition to their regular math course during the first semester. The math teachers will focus on mastery of Algebra I skills.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **U. Focused Student Group: After-School Tutoring and Study Skills**

Teachers are available after-school in central area to help students individually or in small groups with homework and study skills every Monday through Thursday until 4:30 pm. Snacks are provided for students. This is available to all students but is particularly focused on helping all males earn at least a Core 40 diploma.

**Impact Level:** High Impact - Outside

**Focus:** General

## Strategy Data

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

### Local Strategies

#### Communication Outreach

% of consistent and thorough dissemination of community forum information

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	50		80	

#### Differentiated Instruction

The % of teachers who submit one lesson plan per week that shows differentiated instruction.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	50%		80%	

#### Interactive Technology

The percentage of teachers who use interactive technology in their lessons, each week, through teacher surveys.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
17/32	50%		100%	

#### Mentor Program

The % of certified staff who do mentoring sessions with freshmen each month.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	18		18	

The % of students who provide positive support to under-classmen

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	50%		50%	

The % of students who receive office referrals while in the mentoring program.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
44%	25%		10%	

The % of students who do not receive office referrals while not in the mentoring program.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
56%	75%		95%	

### Project-Based Learning

The percentage of teachers who implement a project-based unit at least once every nine weeks grading period, through collection of student project work.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
13/32	50%		100%	

## Required Strategies

### F. Encourage Rigorous Curriculum: In-depth content in key areas

The % of teacher who focus on in-depth content on a daily basis

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	40%		80%	

### I. Focused Academic Area: Math Lab

Percent of teachers who work directly with Algebra I students in math lab.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	50%		100%	

% of students that spend extra time with Algebra on a regular basis with a certified math teacher

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

### U. Focused Student Group: After-School Tutoring and Study SKills

The number of referrals per teacher.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
12	20			

The number of requests of student progress made by teachers who referred students.



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	16			

## 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.

## Communication Forums

**Apr 1, 2010:** Collect baseline data: **Person:**

**Aug , 2010:** coordinate with teachers at the beginning of the school year **Person:** Brandon Lorton

**Sep , 2010:** create agenda for public meeting **Person:** Amanda Purcell

**Sep 2, 2010:** Inform public of open meeting date **Person:** Pete Arnold

**Oct , 2010:** contacting dissatisfied stakeholders **Person:** Valerie Caudill

**Oct , 2010:** inform public of open meeting date **Person:** Pete Arnold

**Nov 3, 2010:** create agenda for public meeting **Person:** Amanda Purcell

**Nov 4, 2010:** Inform public of open meeting date **Person:** Pete Arnold

**Nov 30, 2010:** Collect fall data: **Person:**

**Jan 5, 2011:** create agenda for public meeting **Person:** Amanda Purcell

**Jan 6, 2011:** Inform public of open meeting date **Person:** Pete Arnold

**Mar , 2011:** contacting dissatisfied stakeholders **Person:** Valerie Caudill

**Mar 9, 2011:** create agenda for public meeting **Person:** Amanda Purcell

**Mar 10, 2011:** Inform public of open meeting date **Person:** Pete Arnold

**Jun 30, 2011:** Collect spring data: **Person:**

## Communication Outreach

**Apr 1, 2010:** Collect baseline data: % of consistent and thorough dissemination of community forum information **Person:** Pete Arnold

**Sep 10, 2010:** Alert general public of community council forum information through LHS School Messenger **Person:** Bill Snyder

**Sep 10, 2010:** Put the information from the community council forum onto the LHS website **Person:** Pete Arnold

**Oct 8, 2010:** Alert general public of community council forum information through LHS School Messenger **Person:** Bill Snyder

**Oct 8, 2010:** Put the information from the community council forum onto the LHS website **Person:** Pete Arnold

**Nov 12, 2010:** Alert general public of community council forum information through LHS School Messenger **Person:** Bill Snyder

**Nov 12, 2010:** Put the information from the community council forum onto the LHS website **Person:** Pete Arnold

**Nov 30, 2010:** Collect fall data: % of consistent and thorough dissemination of community forum information **Person:** Pete Arnold

**Dec 10, 2010:** Alert general public of community council forum information through LHS School Messenger **Person:** Bill Snyder

**Dec 10, 2010:** Put the information from the community council forum onto the LHS website **Person:** Pete Arnold

**Jan 14, 2011:** Alert general public of community council forum information through LHS School Messenger **Person:** Bill Snyder

**Jan 14, 2011:** Put the information from the community council forum onto the LHS website **Person:** Pete Arnold

**Feb 11, 2011:** Alert general public of community council forum information through LHS School Messenger **Person:** Bill Snyder

**Feb 11, 2011:** Put the information from the community council forum onto the LHS website **Person:** Pete Arnold

**Mar 11, 2011:** Alert general public of community council forum information through LHS School Messenger **Person:** Bill Snyder

**Mar 11, 2011:** Put the information from the community council forum onto the LHS website **Person:** Pete Arnold

**Apr 8, 2011:** Alert general public of community council forum information through LHS School Messenger **Person:** Bill Snyder

**Apr 8, 2011:** Put the information from the community council forum onto the LHS website **Person:** Pete Arnold

**May 10, 2011:** Put the information from the community council forum onto the LHS website **Person:** Pete Arnold

**May 13, 2011:** Alert general public of community council forum information through LHS School Messenger **Person:** Bill Snyder

**Jun 30, 2011:** Collect spring data: % of consistent and thorough dissemination of community forum information **Person:** Pete Arnold

## Differentiated Instruction

**Apr 1, 2010:** Collect baseline data: The % of teachers who submit one lesson plan per week that shows differentiated instruction.

**Person:** Bill Snyder

**Aug 12, 2010:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**Aug 12, 2010:** Survey teachers to see how many times a week they vary instruction. **Person:** Chris Blanton

**Aug 25, 2010:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**Sep 9, 2010:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**Sep 25, 2010:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**Oct 14, 2010:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**Oct 25, 2010:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**Nov 11, 2010:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**Nov 25, 2010:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**Nov 30, 2010:** Collect fall data: The % of teachers who submit one lesson plan per week that shows differentiated instruction.

**Person:** Bill Snyder

**Dec 9, 2010:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**Dec 25, 2010:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**Jan 13, 2011:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**Jan 25, 2011:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**Feb 10, 2011:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**Feb 25, 2011:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**Mar 10, 2011:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**Mar 25, 2011:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**Apr 14, 2011:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**Apr 25, 2011:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**May 12, 2011:** Email staff to express importance of INSAI/student engagement and encourage differentiated instruction. **Person:**

Chris Blanton

**May 25, 2011:** Check lesson plans to verify teachers are teaching at least one lesson per week that shows differentiation. **Person:**

Bill Snyder

**Jun 30, 2011:** Collect spring data: The % of teachers who submit one lesson plan per week that shows differentiated instruction.

**Person:** Bill Snyder

## Encourage Rigorous Curriculum

**Apr 1, 2010:** Collect baseline data: The % of teacher who focus on in-depth content on a daily basis **Person:** Bill Snyder

**May 24, 2010:** Contact IT to create a blog/conversational thread for teachers to discuss best practices. **Person:** Heather Weston

**Jun 14, 2010:** Summer planning workshop **Person:** Bill Snyder

**Aug 25, 2010:** During the fall, teachers will begin to design curriculum based on the ECA test scores. **Person:** Sandy Britton

**Sep 5, 2010:** Administration will perform classroom walk-throughs to see that teachers are using best practices to focus on in-depth content. **Person:** Bill Snyder

**Sep 5, 2010:** Administration will support teachers who are not creating lesson plans that show focus on in-depth content. **Person:** Bill Snyder

**Sep 5, 2010:** Administration will support teachers who are not focusing on in-depth content during the walk-throughs. **Person:** Bill Snyder

**Sep 5, 2010:** Monthly, Mr. Snyder will check lesson plans to see that teachers are using the best practices to focus on in-depth content. **Person:** Bill Snyder

**Sep 5, 2010:** Teachers will collect data that show best practices that target the gaps that are present in the ECA test scores. **Person:** Chris Blanton

**Sep 5, 2010:** Teachers will meet monthly to discuss new/best practices to focus on in-depth material to close the gaps. **Person:** Heather Weston

**Oct 5, 2010:** Administration will perform classroom walk-throughs to see that teachers are using best practices to focus on in-depth content. **Person:** Bill Snyder

**Oct 5, 2010:** Administration will support teachers who are not creating lesson plans that show focus on in-depth content. **Person:** Bill Snyder

**Oct 5, 2010:** Administration will support teachers who are not focusing on in-depth content during the walk-throughs. **Person:** Bill Snyder

**Oct 5, 2010:** Monthly, Mr. Snyder will check lesson plans to see that teachers are using the best practices to focus on in-depth content. **Person:** Bill Snyder

**Oct 5, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Oct 5, 2010:** Teachers will meet monthly to discuss new/best practices to focus on in-depth material to close the gaps. **Person:** Heather Weston

**Oct 12, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Oct 19, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Oct 26, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Nov 2, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Nov 5, 2010:** Administration will perform classroom walk-throughs to see that teachers are using best practices to focus on in-depth content. **Person:** Bill Snyder

**Nov 5, 2010:** Administration will support teachers who are not creating lesson plans that show focus on in-depth content. **Person:** Bill Snyder

**Nov 5, 2010:** Administration will support teachers who are not focusing on in-depth content during the walk-throughs. **Person:** Bill Snyder

**Nov 5, 2010:** Monthly, Mr. Snyder will check lesson plans to see that teachers are using the best practices to focus on in-depth content. **Person:** Bill Snyder

**Nov 5, 2010:** Teachers will meet monthly to discuss new/best practices to focus on in-depth material to close the gaps. **Person:** Heather Weston

**Nov 9, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Nov 16, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Nov 23, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Nov 30, 2010:** Collect fall data: The % of teacher who focus on in-depth content on a daily basis **Person:** Bill Snyder

**Nov 30, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Dec 5, 2010:** Administration will perform classroom walk-throughs to see that teachers are using best practices to focus on in-depth content. **Person:** Bill Snyder

**Dec 5, 2010:** Administration will support teachers who are not creating lesson plans that show focus on in-depth content. **Person:** Bill Snyder

**Dec 5, 2010:** Administration will support teachers who are not focusing on in-depth content during the walk-throughs. **Person:** Bill Snyder

**Dec 5, 2010:** Monthly, Mr. Snyder will check lesson plans to see that teachers are using the best practices to focus on in-depth content. **Person:** Bill Snyder

**Dec 5, 2010:** Teachers will meet monthly to discuss new/best practices to focus on in-depth material to close the gaps. **Person:** Heather Weston

**Dec 7, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Dec 14, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Dec 21, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Dec 28, 2010:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Jan 4, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Jan 5, 2011:** Administration will perform classroom walk-throughs to see that teachers are using best practices to focus on in-depth content. **Person:** Bill Snyder

**Jan 5, 2011:** Administration will support teachers who are not creating lesson plans that show focus on in-depth content. **Person:** Bill Snyder

**Jan 5, 2011:** Administration will support teachers who are not focusing on in-depth content during the walk-throughs. **Person:** Bill Snyder

**Jan 5, 2011:** Monthly, Mr. Snyder will check lesson plans to see that teachers are using the best practices to focus on in-depth content. **Person:** Bill Snyder

**Jan 5, 2011:** Teachers will meet monthly to discuss new/best practices to focus on in-depth material to close the gaps. **Person:** Heather Weston

**Jan 11, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Jan 18, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Jan 25, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Feb 1, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Feb 5, 2011:** Administration will perform classroom walk-throughs to see that teachers are using best practices to focus on in-depth content. **Person:** Bill Snyder

**Feb 5, 2011:** Administration will support teachers who are not creating lesson plans that show focus on in-depth content. **Person:** Bill Snyder

**Feb 5, 2011:** Administration will support teachers who are not focusing on in-depth content during the walk-throughs. **Person:** Bill Snyder

**Feb 5, 2011:** Monthly, Mr. Snyder will check lesson plans to see that teachers are using the best practices to focus on in-depth content. **Person:** Bill Snyder

**Feb 5, 2011:** Teachers will meet monthly to discuss new/best practices to focus on in-depth material to close the gaps. **Person:** Heather Weston

**Feb 8, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Feb 15, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Feb 22, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Mar 1, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Mar 5, 2011:** Administration will perform classroom walk-throughs to see that teachers are using best practices to focus on in-depth content. **Person:** Bill Snyder

**Mar 5, 2011:** Administration will support teachers who are not creating lesson plans that show focus on in-depth content. **Person:** Bill Snyder

**Mar 5, 2011:** Administration will support teachers who are not focusing on in-depth content during the walk-throughs. **Person:** Bill Snyder

**Mar 5, 2011:** Monthly, Mr. Snyder will check lesson plans to see that teachers are using the best practices to focus on in-depth content. **Person:** Bill Snyder

**Mar 5, 2011:** Teachers will meet monthly to discuss new/best practices to focus on in-depth material to close the gaps. **Person:** Heather Weston

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**Apr 5, 2011:** Administration will perform classroom walk-throughs to see that teachers are using best practices to focus on in-depth content. **Person:** Bill Snyder

**Apr 5, 2011:** Administration will support teachers who are not creating lesson plans that show focus on in-depth content. **Person:** Bill Snyder

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**Apr 5, 2011:** Monthly, Mr. Snyder will check lesson plans to see that teachers are using the best practices to focus on in-depth content. **Person:** Bill Snyder

**Apr 5, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Apr 5, 2011:** Teachers will meet monthly to discuss new/best practices to focus on in-depth material to close the gaps. **Person:** Heather Weston

**Apr 12, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Apr 19, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Apr 26, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Apr 30, 2011:** collect spring data: The % of teacher who focus on in-depth content on a daily basis **Person:** Bill Snyder

**May 3, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**May 5, 2011:** Administration will perform classroom walk-throughs to see that teachers are using best practices to focus on in-depth content. **Person:** Bill Snyder

**May 5, 2011:** Administration will support teachers who are not creating lesson plans that show focus on in-depth content. **Person:** Bill Snyder

**May 5, 2011:** Administration will support teachers who are not focusing on in-depth content during the walk-throughs. **Person:** Bill Snyder

**May 5, 2011:** Monthly, Mr. Snyder will check lesson plans to see that teachers are using the best practices to focus on in-depth content. **Person:** Bill Snyder

**May 5, 2011:** Teachers will meet monthly to discuss new/best practices to focus on in-depth material to close the gaps. **Person:** Heather Weston

**May 10, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**May 17, 2011:** Teachers will create daily lesson plans that focus on in-depth content and show use of best practices. **Person:** Chris Blanton

**Jun 30, 2011:** Collect spring data: The % of teacher who focus on in-depth content on a daily basis **Person:** Bill Snyder

## Focused Academic Area

**Mar 29, 2010:** Create Math Lab Course **Person:** Nick Scalf

**Apr 1, 2010:** Collect baseline data: % of students that spend extra time with Algebra on a regular basis with a certified math teacher **Person:** Leann Ambs

**Apr 1, 2010:** Collect baseline data: Percent of teachers who work directly with Algebra I students in math lab. **Person:** Mark Fette

**May 29, 2010:** Identify and Schedule Math Lab Students **Person:** Leann Ambs

**May 29, 2010:** Purchase Math Lab Material **Person:** Nick Scalf

**Aug 29, 2010:** Collect math Lab Baseline Data **Person:** Mark Fette

**Nov 30, 2010:** Collect fall data: % of students that spend extra time with Algebra on a regular basis with a certified math teacher **Person:** Leann Ambs

**Nov 30, 2010:** Collect fall data: Percent of teachers who work directly with Algebra I students in math lab. **Person:** Mark Fette

**Jan , 2011:** Collect and Analyze Math Lab Material **Person:** Mark Fette and Nick Scalf

**Jun 30, 2011:** Collect spring data: % of students that spend extra time with Algebra on a regular basis with a certified math teacher **Person:** Leann Ambs

**Jun 30, 2011:** Collect spring data: Percent of teachers who work directly with Algebra I students in math lab. **Person:** Mark Fette

## Focused Student Group

**Apr 1, 2010:** Collect baseline data: The number of referrals per teacher. **Person:** Shawn Lightner

**Apr 1, 2010:** Collect baseline data: The number of requests of student progress made by teachers who referred students. **Person:** Shawn Lightner

**Aug 1, 2010:** Create monthly lists of those who will be tutoring so that teachers are able to contact tutors regarding specific students' progress and needs. **Person:** Shawn Lightner

**Aug 1, 2010:** Place memo regarding benefits of after-school program in teachers' mailboxes. **Person:** Shawn Lightner

**Aug 5, 2010:** Purchase snacks **Person:** Amanda Purcell

**Aug 15, 2010:** Address teachers at faculty meeting regarding the referral opportunity and process. **Person:** Shawn Lightner

**Aug 15, 2010:** Update materials needed to fit students current lessons **Person:** Shawn Lightner

**Sep 5, 2010:** Create monthly lists of those who will be tutoring so that teachers are able to contact tutors regarding specific students' progress and needs. **Person:** Shawn Lightner

**Sep 5, 2010:** Place memo regarding benefits of after-school program in teachers' mailboxes. **Person:** Shawn Lightner

**Sep 5, 2010:** Purchase snacks **Person:** Amanda Purcell

**Sep 19, 2010:** Address teachers at faculty meeting regarding the referral opportunity and process. **Person:** Shawn Lightner

**Sep 19, 2010:** Update materials needed to fit students current lessons **Person:** Shawn Lightner

**Oct 3, 2010:** Create monthly lists of those who will be tutoring so that teachers are able to contact tutors regarding specific students' progress and needs. **Person:** Shawn Lightner

**Oct 3, 2010:** Place memo regarding benefits of after-school program in teachers' mailboxes. **Person:** Shawn Lightner

**Oct 5, 2010:** Purchase snacks **Person:** Amanda Purcell

**Oct 17, 2010:** Address teachers at faculty meeting regarding the referral opportunity and process. **Person:** Shawn Lightner

**Oct 17, 2010:** Update materials needed to fit students current lessons **Person:** Shawn Lightner

**Nov 5, 2010:** Purchase snacks **Person:** Amanda Purcell

**Nov 7, 2010:** Create monthly lists of those who will be tutoring so that teachers are able to contact tutors regarding specific students' progress and needs. **Person:** Shawn Lightner

**Nov 7, 2010:** Place memo regarding benefits of after-school program in teachers' mailboxes. **Person:** Shawn Lightner

**Nov 21, 2010:** Address teachers at faculty meeting regarding the referral opportunity and process. **Person:** Shawn Lightner

**Nov 21, 2010:** Update materials needed to fit students current lessons **Person:** Shawn Lightner

**Nov 30, 2010:** Collect fall data: The number of referrals per teacher. **Person:** Shawn Lightner

**Nov 30, 2010:** Collect fall data: The number of requests of student progress made by teachers who referred students. **Person:** Shawn Lightner

**Dec 5, 2010:** Create monthly lists of those who will be tutoring so that teachers are able to contact tutors regarding specific students' progress and needs. **Person:** Shawn Lightner

**Dec 5, 2010:** Place memo regarding benefits of after-school program in teachers' mailboxes. **Person:** Shawn Lightner

**Dec 5, 2010:** Purchase snacks **Person:** Amanda Purcell

**Dec 19, 2010:** Address teachers at faculty meeting regarding the referral opportunity and process. **Person:** Shawn Lightner

**Dec 19, 2010:** Update materials needed to fit students current lessons **Person:** Shawn Lightner

**Jan 2, 2011:** Create monthly lists of those who will be tutoring so that teachers are able to contact tutors regarding specific students' progress and needs. **Person:** Shawn Lightner

**Jan 2, 2011:** Place memo regarding benefits of after-school program in teachers' mailboxes. **Person:** Shawn Lightner

**Jan 5, 2011:** Purchase snacks **Person:** Amanda Purcell

**Jan 16, 2011:** Address teachers at faculty meeting regarding the referral opportunity and process. **Person:** Shawn Lightner

**Jan 16, 2011:** Update materials needed to fit students current lessons **Person:** Shawn Lightner

**Feb 5, 2011:** Purchase snacks **Person:** Amanda Purcell

**Feb 6, 2011:** Create monthly lists of those who will be tutoring so that teachers are able to contact tutors regarding specific students' progress and needs. **Person:** Shawn Lightner

**Feb 6, 2011:** Place memo regarding benefits of after-school program in teachers' mailboxes. **Person:** Shawn Lightner

**Feb 20, 2011:** Address teachers at faculty meeting regarding the referral opportunity and process. **Person:** Shawn Lightner

**Feb 20, 2011:** Update materials needed to fit students current lessons **Person:** Shawn Lightner

**Mar 5, 2011:** Purchase snacks **Person:** Amanda Purcell

**Mar 6, 2011:** Create monthly lists of those who will be tutoring so that teachers are able to contact tutors regarding specific students' progress and needs. **Person:** Shawn Lightner

**Mar 6, 2011:** Place memo regarding benefits of after-school program in teachers' mailboxes. **Person:** Shawn Lightner

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**Mar 20, 2011:** Update materials needed to fit students current lessons **Person:** Shawn Lightner

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**Apr 17, 2011:** Address teachers at faculty meeting regarding the referral opportunity and process. **Person:** Shawn Lightner

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**May 5, 2011:** Purchase snacks **Person:** Amanda Purcell

**May 15, 2011:** Address teachers at faculty meeting regarding the referral opportunity and process. **Person:** Shawn Lightner

**May 15, 2011:** Update materials needed to fit students current lessons **Person:** Shawn Lightner

**Jun 30, 2011:** Collect spring data: The number of referrals per teacher. **Person:** Shawn Lightner

**Jun 30, 2011:** Collect spring data: The number of requests of student progress made by teachers who referred students. **Person:** Shawn Lightner

## Interactive Technology

**Apr 1, 2010:** Collect baseline data: The percentage of teachers who use interactive technology in their lessons, each week, through teacher surveys. **Person:** Jared Leiker

**Apr 1, 2010:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Jun 3, 2010:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Jun 15, 2010:** Math Matters 2.0 **Person:** IU and Math Matters in SE Indiana

**Jul 1, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Aug 1, 2010:** Incorporate resistance strategies with difficult faculty. **Person:** Brandon Lorton

**Aug 1, 2010:** Recognize teachers that meet or go above and beyond our goals **Person:** Brandon Lorton

**Aug 5, 2010:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Aug 5, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Aug 10, 2010:** All faculty professional development **Person:** Stephanie Wagner, Jared Leiker

**Aug 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Aug 10, 2010:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson

**Aug 10, 2010:** Provide individual support to teachers **Person:** Jared Leiker, Stephania Wagner

**Sep 2, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Sep 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Oct 7, 2010:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Oct 7, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Oct 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Nov 4, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Nov 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Nov 30, 2010:** Collect fall data: The percentage of teachers who use interactive technology in their lessons, each week, through teacher surveys. **Person:** Jared Leiker

**Dec 2, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Dec 9, 2010:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Dec 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Jan 6, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Jan 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Feb 3, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Feb 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Feb 10, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Mar 3, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Mar 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Apr 7, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**Apr 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Apr 14, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**May 5, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker

**May 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Jun 16, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Jun 30, 2011:** Collect spring data: The percentage of teachers who use interactive technology in their lessons, each week, through teacher surveys. **Person:** Jared Leiker

**Aug 18, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Oct 20, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Dec 22, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Feb 23, 2012:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Apr 26, 2012:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

## Mentor Program

**Mar 15, 2010:** Survey staff to see who is interested in being a mentor to an incoming freshman. **Person:** Heather Weston



**Mar 31, 2010:** Create a list of students who will receive mentoring upon entering the high school. **Person:** LeAnn Ambts

**Apr 1, 2010:** Collect baseline data: The % of certified staff who do mentoring sessions with freshmen each month. **Person:** Steve Johnson

**Apr 1, 2010:** Collect baseline data: The % of students who do not receive office referrals while not in the mentoring program. **Person:** Steve Johnson

**Apr 1, 2010:** Collect baseline data: The % of students who provide positive support to under-classmen **Person:** Steve Johnson

**Apr 1, 2010:** Collect baseline data: The % of students who receive office referrals while in the mentoring program. **Person:** Steve Johnson

**May , 2010:** Design a program that allows the students to meet with their mentor at least once a week. **Person:** LeAnn Ambts

**May 20, 2010:** Survey teachers to see who is interested in participating in the mentor program. **Person:** Shawn Lightner

**Aug 15, 2010:** Send out a reminder to mentors to meet with their mentees. **Person:** Shawn Lightner

**Aug 29, 2010:** Count the number of office referrals of students who are receiving mentoring **Person:** Shawn Lightner

**Sep 1, 2010:** Survey students to see if they think the mentoring program is effective/beneficial. **Person:** LeAnn Ambts

**Sep 1, 2010:** Survey the staff to see if they think the mentoring program is effective/beneficial. **Person:** Shawn Lightner

**Sep 15, 2010:** Send out a reminder to mentors to meet with their mentees. **Person:** Shawn Lightner

**Sep 29, 2010:** Count the number of office referrals of students who are receiving mentoring **Person:** Shawn Lightner

**Oct 1, 2010:** Survey students to see if they think the mentoring program is effective/beneficial. **Person:** LeAnn Ambts

**Oct 1, 2010:** Survey the staff to see if they think the mentoring program is effective/beneficial. **Person:** Shawn Lightner

**Oct 15, 2010:** Send out a reminder to mentors to meet with their mentees. **Person:** Shawn Lightner

**Oct 29, 2010:** Count the number of office referrals of students who are receiving mentoring **Person:** Shawn Lightner

**Nov 1, 2010:** Survey students to see if they think the mentoring program is effective/beneficial. **Person:** LeAnn Ambts

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**Nov 15, 2010:** Send out a reminder to mentors to meet with their mentees. **Person:** Shawn Lightner

**Nov 29, 2010:** Count the number of office referrals of students who are receiving mentoring **Person:** Shawn Lightner

**Nov 30, 2010:** Collect fall data: The % of certified staff who do mentoring sessions with freshmen each month. **Person:** Steve Johnson

**Nov 30, 2010:** Collect fall data: The % of students who do not receive office referrals while not in the mentoring program. **Person:** Steve Johnson

**Nov 30, 2010:** Collect fall data: The % of students who provide positive support to under-classmen **Person:** Steve Johnson

**Nov 30, 2010:** Collect fall data: The % of students who receive office referrals while in the mentoring program. **Person:** Steve Johnson

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**Dec 1, 2010:** Survey the staff to see if they think the mentoring program is effective/beneficial. **Person:** Shawn Lightner

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**Dec 29, 2010:** Count the number of office referrals of students who are receiving mentoring **Person:** Shawn Lightner

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**Jan 29, 2011:** Count the number of office referrals of students who are receiving mentoring **Person:** Shawn Lightner

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**Mar 1, 2011:** Count the number of office referrals of students who are receiving mentoring **Person:** Shawn Lightner

**Mar 15, 2011:** Send out a reminder to mentors to meet with their mentees. **Person:** Shawn Lightner

**Apr 1, 2011:** Count the number of office referrals of students who are receiving mentoring **Person:** Shawn Lightner

**Apr 15, 2011:** Send out a reminder to mentors to meet with their mentees. **Person:** Shawn Lightner

**May 1, 2011:** Count the number of office referrals of students who are receiving mentoring **Person:** Shawn Lightner

**Jun 30, 2011:** Collect spring data: The % of certified staff who do mentoring sessions with freshmen each month. **Person:** Steve Johnson

**Jun 30, 2011:** Collect spring data: The % of students who do not receive office referrals while not in the mentoring program. **Person:** Steve Johnson

**Jun 30, 2011:** Collect spring data: The % of students who provide positive support to under-classmen **Person:** Steve Johnson

**Jun 30, 2011:** Collect spring data: The % of students who receive office referrals while in the mentoring program. **Person:** Steve Johnson

## Project-Based Learning

**Apr 1, 2010:** Collect baseline data: The percentage of teachers who implement a project-based unit at least once every nine weeks grading period, through collection of student project work. **Person:** Jared Leiker

**Jun 15, 2010:** Math Matters 2.0 **Person:** IU and Math Matters in SE Indiana

**Aug 1, 2010:** Provide individual support to teachers **Person:** Jared Leiker, Stephania Wagner

**Aug 10, 2010:** All faculty professional development **Person:** Jared Leiker, Stephania Wagner, Diane McDonald

**Aug 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker

**Aug 10, 2010:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder

**Aug 10, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Aug 10, 2010:** Incorporate resistance strategies with difficult faculty. **Person:** Brandon Lorton  
**Aug 10, 2010:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**Aug 10, 2010:** Recognize teachers that meet or go above and beyond our goals **Person:** Brandon Lorton  
**Sep 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker  
**Sep 10, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Oct 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker  
**Oct 10, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Oct 12, 2010:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**Oct 12, 2010:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**Nov 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker  
**Nov 10, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Nov 30, 2010:** Collect fall data: The percentage of teachers who implement a project-based unit at least once every nine weeks grading period, through collection of student project work. **Person:** Jared Leiker  
**Dec 10, 2010:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker  
**Dec 10, 2010:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Dec 14, 2010:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**Dec 14, 2010:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**Jan 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker  
**Jan 10, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Feb 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker  
**Feb 10, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Feb 15, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**Feb 15, 2011:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**Mar 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker  
**Mar 10, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Apr 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker  
**Apr 10, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Apr 19, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**Apr 19, 2011:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**May 10, 2011:** Brainstorming strategies together at department meetings **Person:** Diane McDonald, Pete Arnold, Jared Leiker  
**May 10, 2011:** Email supporting evidence and stress importance of strategy **Person:** Jared Leiker  
**Jun 21, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**Jun 21, 2011:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**Jun 30, 2011:** Collect spring data: The percentage of teachers who implement a project-based unit at least once every nine weeks grading period, through collection of student project work. **Person:** Jared Leiker  
**Aug 23, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**Aug 23, 2011:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**Oct 25, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**Oct 25, 2011:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**Dec 27, 2011:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**Dec 27, 2011:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**Feb 28, 2012:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**Feb 28, 2012:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson  
**May 1, 2012:** Collect self surveys from teachers on Integrating interactive technology **Person:** Carol Schroeder  
**May 1, 2012:** Observe Lesson Plans for integrating interactive technology **Person:** Steve Johnson

## Structured Job Shadowing Experiences

**Apr 1, 2010:** Collect baseline data: **Person:**  
**Apr 30, 2010:** MeetwithS.E.INHumanResourcesAssoc. **Person:** Pat Sutton  
**May 7, 2010:** Form Committee **Person:** Pat Sutton  
**May 20, 2010:** Meet with Eastern IN AHEC **Person:** Pat Sutton  
**Aug 15, 2010:** Begin the development of a data base of community members who are qualified to provide meaningful job shadowing experiences. Goal of this data base is to provide contact information for a variety of jobs and/or industries for shadowing opportunities tha **Person:** Strategy roster members.  
**Nov 30, 2010:** Collect fall data: **Person:**  
**Jun 30, 2011:** Collect spring data: **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.

## Communication Forums

### Communication Outreach

No professional development is needed for this strategy.

## Differentiated Instruction

### Interactive Technology

**All faculty professional development**

**Brief Description:** Demonstration and practice of tips and strategies for incorporating interactive technology.

**Intended Participants:** Teachers

**Date:** Aug 10, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** State Funds for Professional Development

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

#### Math Matters 2.0

**Brief Description:** Workshop on project based learning, that includes incorporating scaffolding and interactive technology strategies.

**Intended Participants:** Teachers, Administrators, Community Members

**Date:** Jun 15, 2010

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

**Activity Format:** Talk to, Presentation, Peer Coaching, Collaborative Problem Solving, Site Visit

**Funding:** EcO15

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

## **Mentor Program**

### **Project-Based Learning**

**All faculty professional development**

**Brief Description:** Provide explanation, strategy, and brainstorming workshop for teachers in an all faculty meeting.

**Intended Participants:** Teachers

**Date:** Aug 10, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to

**Funding:** State Provided Funds for Professional Development

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

#### **Math Matters 2.0**

**Brief Description:** Project based learning workshop for math teachers

**Intended Participants:** Teachers, Administrators, Community Members

**Date:** Jun 15, 2010

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

**Activity Format:** Presentation, Collaborative Problem Solving, Site Visit

**Funding:** EcO15

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

## **Structured Job Shadowing Experiences**

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum: Early College Program**

**Summer planning workshop**

**Brief Description:** Summer Planning Workshop

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Jun 14, 2010

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

**Activity Format:** Talk to, Presentation, Study Group, Collaborative Problem Solving, Action Research, Site Visit

**Funding:** No Charge

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

## **F. Encourage Rigorous Curriculum: In-depth content in key areas**

No professional development is needed for this strategy.

## **I. Focused Academic Area: Math Lab**

No professional development is needed for this strategy.

## **U. Focused Student Group: After-School Tutoring and Study Skills**

# **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... students are not actively engaged in their own learning.**

**Data Targets Influenced by This Concern:**

- All males -- Earn a Core 40 diploma or higher
- All special ed and/or free/reduced males -- pass Algebra 1 ECA

**Strategies to Impact This Concern:**

- Communication Forums
- Differentiated Instruction
- Interactive Technology
- Project-Based Learning
- Structured Job Shadowing Experiences
- F. Encourage Rigorous Curriculum: In-depth content in key areas
- F. Encourage Rigorous Curriculum: Early College Program
- I. Focused Academic Area: Math Lab
- U. Focused Student Group: After-School Tutoring and Study SKills

### **We are concerned that... there is not effective communication between, students, parents, and teachers.**

**Data Targets Influenced by This Concern:**

- All males -- Earn a Core 40 diploma or higher
- All students tested on Algebra 1 ECA -- Master linear and quadratic equations

**Strategies to Impact This Concern:**

- Communication Forums
- Communication Outreach

### **We are concerned that... student's personal problems and behaviors of other students interfere with learning.**

**Data Targets Influenced by This Concern:**

- All special ed and/or free/reduced males -- pass Algebra 1 ECA

**Strategies to Impact This Concern:**

- Communication Forums
- Communication Outreach
- Mentor Program

## **Required Areas of Concern**

### **F. Encourage Rigorous Curriculum (PL221)**

**Data Targets Influenced by This Concern:**

- All graduates who take the ACT -- Score at or above 21 composite
- All graduates who take the SAT -- Score at or above 1500 composite
- All males -- Earn a Core 40 diploma or higher
- Class of 2013 males -- On target for Academic Honor Diploma

**Strategies to Impact This Concern:**

- Communication Forums
- Communication Outreach
- Differentiated Instruction
- Structured Job Shadowing Experiences
- F. Encourage Rigorous Curriculum: In-depth content in key areas
- F. Encourage Rigorous Curriculum: Early College Program

### **I. Focused Academic Area (PL221)**

**Data Targets Influenced by This Concern:**

- All special ed and/or free/reduced males -- pass Algebra 1 ECA
- All students tested on Algebra 1 ECA -- Master linear and quadratic equations

**Strategies to Impact This Concern:**

- Interactive Technology
- Project-Based Learning
- F. Encourage Rigorous Curriculum: In-depth content in key areas
- I. Focused Academic Area: Math Lab

### **U. Focused Student Group (PL221)**

**Data Targets Influenced by This Concern:**

- All males -- Earn a Core 40 diploma or higher
- Class of 2013 males -- On target for Academic Honor Diploma

**Strategies to Impact This Concern:**

- Communication Forums
- Communication Outreach
- Interactive Technology
- Project-Based Learning
- Structured Job Shadowing Experiences
- U. Focused Student Group: After-School Tutoring and Study SKills

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	main office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <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. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	none



## 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 2012-2013 school year