

School Improvement Plan - 2010-2011

Generated on September 20, 2010 at 5:33 PM

Greendale Middle School (1209)

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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 8
- Needs Assessment / Areas of Concern 11
- Strategies 13
- Strategy Data 16
- To-Do List 22
- Professional Development Summary 33
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 37
- Force Field Excerpt 41
- Continuous Improvement Timeline 42

School Improvement Plan Introduction

Greendale Middle School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

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

- Jennifer Elaison - Parent/Guardian
- Bill Harvey - Community Representative (Business)
- Elaine Lockwood - School Counselor
- Mike Pratt - Teacher
- Destiny Rutzel - Teacher
- Kevin Self - Administrator

Strategy Chairs

- Jim Bowen
- Stacie Dishman
- Staci Knigga
- Destiny Rutzel
- Kevin Self
- Gayle Stafford

Community Council

- Tony Bagshaw - Community
- Faye Brightwell - Parent
- Holly Hinds - Business / Parent
- Steve Karsteter - Community
- Steve Lampert - Government / Parent
- Judy Lang - Parent

- E.G. McLaughlin - Business
- Brian Oyler - Business / Parent
- Camiela Oyler - Parent
- Brandy Rorabacher - Business / Parent
- Eric Sampson - Parent
- Mary Sampson - Parent
- Pat Sutton - Business
- Annette Windsor - Parent

Vision Statement

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

We believe all students deserve:

We believe that all students should have an equal opportunity at a high quality, challenging, and meaningful education. There are no limits that should hold a student back from being able to achieve at a high level. The environment should be safe, structured, caring, and orderly for all students so that success can be obtained. Students deserve to have a curriculum based upon the Indiana Academic Standards, teachers who are well-trained, and teachers who teach with compassion and conviction. The standards being taught at a high level by highly trained teachers should stimulate learning in the classroom and motivate our students to do their very best. Students should have the ability to master the Indiana Academic Standards based upon the activities presented by the teachers. Students should be respected and praised for a job well done.

In all aspects of society, respect is of utmost importance. Students should be expected to behave in a way that shows respect to their peers, parents, and teachers. For example, a student who maintains eye contact when talking to an adult, who is dressed appropriately for school and who respects the opinions of others will have better classroom performance and will be more engaged in learning. Students should be attentive in the classroom, participate in classroom discussions, take notes over material presented by teachers, and work with their peers to learn the material. Students should be self-motivated and strive to do their very best at all times. Students should attend school every day so they do not miss out on valuable lessons being taught by teachers. These expectations will allow the students of Greendale Middle School to be confident in their performance, help increase student achievement on standardized tests, and lead this generation to become role models for future students of our school.

Students deserve to be challenged and engaged in all courses, whether they are academic or Encore. The education of the students should be in such a way that education is enjoyable and stimulating for the student. Students deserve to be taught skills and problem solving techniques that will prepare them for activities outside the school. Problem solving, cooperative learning, use of technology, and project-based learning are just a few examples. This quality education that the students deserve should prepare all students for the opportunity to further education beyond high school.

Our expectations of students should be clear and concise at Greendale Middle School. Students should know what is expected of them both academically and behaviorally. Students deserve to have clear and consistent consequences for their behavior, whether positive or negative. Students deserve to have a voice and be active in their education when it comes to rules, expectations, and consequences. Students should be involved in identifying rules that should be followed at school. They should also be involved in creating rubrics for assignments created and conducted in class. They should also be able to identify consequences for various different behavioral issues in the classroom.

Students also deserve to have a support system to assist them if they are having difficulty in a class, issues with other students, or questions about career planning. Students should have parents that respect them, that praise them for a job well done, expect them to attend school on a daily basis, and that guide or discipline them when they are having difficulty academically and behaviorally. Students should be influenced by positive role models, such as teachers and community members that keep them focused on the goals set forth by the school. The support offered to students should be offered to all, regardless of socioeconomic status, race, or sex. Everyone in the community should play a role in ensuring that the students of Greendale Middle School are successful and are adequately prepared to move on in their educational endeavors.

Just as educators have a goal of creating a perfect learning environment, students must do their best work and follow the rules in order to be successful in the school setting. They should know that the adults are making decisions that are for the overall well-being of the students. When students come to class without the necessary materials and with homework unfinished, they should be held accountable by suffering consequences, and not let off because of excuses. Effort is of utmost importance for students to be successful at Greendale Middle School. Students should maintain a positive, considerate, and respectful attitude toward each other and toward the staff of Greendale Middle School. It is important that students are conscientious in their work and attitude.

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

As educators, we realize that our actions play a significant role in how well students are able to succeed. With this said, students should have educators that are professional in their demeanor, appearance, and in their presentation of classroom material. The educators should be looking at data from all assessments, be it homework, quizzes, tests, or projects, to base the direction of

learning. Data driven decision making is an absolute must in our school. Lessons presented to students in the classroom should be engaging. These include hands-on projects, projects requiring group participation, and application to the real world. Students deserve to have teachers who instruct them on problem solving, social skills, and study habits. These skills are expected to assist students in being prepared for life beyond school. Students deserve to have educators who teach them to communicate in a variety of different ways. Instructions for students should be clear and concise.

Educators should also develop a caring, responsible, and accountable environment where students can be successful. Deadlines should be set and met by educators and students. Students should turn in assignments on schedule and educators should return assignments in a timely manner with reasonable feedback that allows for growth. Educators should have grades updated on STI for feedback and communication with parents. Educators should hold students accountable for their behavior and have clear, concise, and immediate consequences for negative behavior without further reminders or threats. Educators should lead by example in the classroom and hold students to the same standards of behavior and work ethic that they have for themselves. Those expectations should be set at the highest level for all adults. Students cannot be held to any higher standard than what educators hold for themselves.

Educators expect that when students arrive in class each day, they come prepared. This includes bringing pencils, paper, and other educational materials along with completed homework. Students deserve an educator who is equally prepared with an exceptional lesson plan and a variety of different strategies for teaching students the curriculum. Educators should lead by example. Instead of expecting students to absorb the material, teachers should consider themselves academic coaches or mentors who guide students through the daily rigor of the classroom. Creating a high quality learning environment is a must! Educators should also practice the "Golden Rule" of giving respect to all stakeholders and guiding students to follow the same rule. Once again, educators cannot hold students to any higher standards of preparedness and excellence than they have for themselves.

Educators should be caring and responsible towards students. Educators should also be honest and respectful to students. Educators realize that their job does not start at 7:30 a.m. and run till 3:15 p.m, it never ends! Educators will realize that anything they experience outside the classroom can be used later during a teachable moment with students. We will not accept excuses from any stakeholders when it comes to the education of our students.

Parents and community members, the other stakeholders of Greendale Middle School, also play a significant role in the outcome of our students. Parents need to hold their children to the same expectations as educators. Parents should review for completion of homework, expect their child to attend class regularly, and be respectful in all settings. Parental communication with educators should be in how to improve their child's achievement in the classroom. In addition, community members must realize that the work that is being done at Greendale Middle School is benefiting the future of Lawrenceburg. Community members should hold all other stakeholders accountable for preparing students to be successful community members. Community members should assist students in career planning, job opportunities, and work in cooperation with the school to discuss curriculum, data from assessments, and how the community can better serve the school.

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

If all the stakeholders of Greendale Middle School strive to meet these goals, we expect to see the following improvements. All students (100 %) will pass I-STEP Math and Language Arts. This goal will be achieved when we show over a grade level growth per year in all disaggregated areas of testing using multiple assessments such as Acuity Testing and PLATO. Letter grades of F will not be acceptable. All students taking the end of course assessment in Algebra will pass. Half of our students will be on the A/B honor roll or higher. 70% of our students will complete a 4-year college degree with all students attending some form of post-secondary education. 100% of our students will take some form of foreign language while they are a student at GMS.

With hard work and dedication on the part of all stakeholders at Greendale Middle School, we feel that we can create many opportunities for students to be successful. As stakeholders, we have high expectations for our students to put forth their best efforts academically and behaviorally. We also have high expectations for ourselves as educators, to provide students with a caring, disciplined work environment and a quality education. With students, parents, educators, and community support working together toward these goals, test scores, school culture and students' futures will measurably improve.

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

- % of students who pass I-STEP: 100%
- % of students who receive failing grades: 0%
- % of students who are on A/B Honor Roll: 50%
- % of students who will receive a 4-year college degree: 70%
- % of students who receive some form of post-secondary education: 100%
- % of students who take some form of foreign language at GMS: 100%

Academic Goals

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

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

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

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

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

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

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

All Students - All Students Meeting Mastery Grades in 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	
	58	63	51.5	68		73		78				100

All Students - All Students Meeting Mastery Grades in Mathematics

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	
	55	60		65		70		75				100

All Students Tested - Percent of Students Tested Passing Language Arts I-STEP

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	
	60	66	64.4	72		78		84				100

All Students Tested - Percent of Students Tested Passing Mathematics I-STEP

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	
	60	68	68.6	76		84		92				100

Free & Reduced Lunch that are Special Education Students - Percent of Mastery of Math Problem Solving on I-STEP Test

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		63	40.7	73		83		93				100

Free & Reduced Lunch that are Special Education Students - Percent of Mastery of Language Arts Literary Text on I-STEP Test

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	
	26	36	29.6	46		56		66				100

Free & Reduced Lunch that are Special Education Students - Percent of Mastery of Language Arts Writing Process on I-STEP Test

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	
	28	38	25.9	48		58		68				100

Free & Reduced Lunch that are Special Education Students - Percent of Mastery of Math Computation on I-STEP Test

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	
	43	53	37.0	63		73		83				100

Free & Reduced Lunch that are Special Education Students - Percent of Mastery of Math Number Sense on I-STEP Test

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	
	46	56		66		76		86				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... The number of students completing homework on a regular basis is extremely low

89% of students agree or strongly agree that they turn in assignments on a regular basis. 87% of parents agree that their children turn in their assignments on a regular basis. Only 50% of the staff agrees with this.

We are concerned that... Poor behavior is impacting student achievement.

25% of students and 15% of parents feel that behavioral issues are impacting their child's success at GMS. 95% of the staff believes that behavioral issues impact student learning. 80% of the students (70% female; 88% males) were referred to the office for some form of discipline action during the 2008-2009 school year. 90% of the free/reduced lunch students were referred to the office for a discipline issue and 90% of the special education population was referred. 5% of the free/reduced lunch population was suspended/sent to A.C.D.C. during the 2008-2009 school year. 13% of the special education students were suspended/sent to A.C.D.C. during the 2008-2009 school year.

We are concerned that... Promotion rates for students doesn't correlate with mastery of standards

The promotion rate of all students at Greendale Middle School for the 2008-2009 school year was 100%. I-STEP MATH: 5th grade all students: 81% passed; 5th grade free/reduced students: 58% passed; 5th grade special education students: 65% passed. 6th grade all students: 78% passed; 6th grade free/reduced students: 69% passed; 6th grade special education students: 33% passed. 7th grade all students: 60% passed; 7th grade free/reduced students: 41% passed; 7th grade special education students: 27% passed. 8th grade all students: 76% passed; 8th grade free/reduced students: 69% passed; 8th grade special education students: 38% passed. MATH MASTERY: 5th grade all students: 42% mastery; 5th grade free/reduced students: 41% mastery; 5th grade special education students: 63% mastery. 6th grade all students: 59% mastery; 6th grade free/reduced students: 33% mastery; 6th grade special education students: 40% mastery. 7th grade all students: 64% mastery; 7th grade free/reduced students: 50% mastery; 7th grade special education students: 60% mastery. 8th grade all students: 55% mastery; 8th grade free/reduced students: 44% mastery; 8th grade special education students: 47% mastery. I-STEP LANGUAGE ARTS: 5th grade all students: 60% passed; 5th grade free/reduced students: 45% passed; 5th grade special education students: 15% passed. 6th grade all students: 66% passed; 6th grade free/reduced students: 58% passed; 6th grade special education students: 20% passed. 7th grade all students: 67% passed; 7th grade free/reduced students: 62% passed; 7th grade special education students: 40% passed. 8th grade all students: 65% passed; 8th grade free/reduced students: 53% passed; 8th grade special education students: 19% passed.

LANGUAGE ARTS MASTERY: 5th grade all students: 59% mastery; 5th grade free/reduced students: 30% mastery; 5th grade special education students: 15% mastery. 6th grade all students: 68% mastery; 6th grade free/reduced students: 53% mastery; 6th grade special education students: 40% mastery. 7th grade all students: 64% mastery; 7th grade free/reduced students: 38% mastery; 7th grade special education students: 47% mastery. 8th grade all students: 58% mastery; 8th grade free/reduced students: 28% mastery; 8th grade special education students: 41% mastery.

We are concerned that... Poor attendance is impacting student achievement

The attendance rate for Greendale Middle School during the 2008-2009 school year was 96.4%. The attendance rate for the free/reduced lunch students was 94.97% and the attendance rate for the special education students was 95.14%.

We are concerned that... The expectations we have for students are not high enough

90% of parents and community members expect their children to pass two semesters of pre-algebra or algebra a the middle school setting. Only 64% of teachers expect the same of their students. 98% of parents expect their child to continue education after high school whereas 63% of teachers expect their students to continue. 98% of parents expect their child to pass I-STEP whereas 82% of teachers expect their students to pass I-STEP.

We are concerned that... Students are not actively engaged in their own learning

89% of students agree or strongly agree that they turn in assignments on a regular basis. 87% of parents agree that their children turn in their assignments on a regular basis. Only 50% of the staff agrees with this.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Differentiated Instructional Practices for Mathematics

Teachers in math courses will develop projects that will incorporate Indiana Academic Standards for Mathematics. These projects will use cooperative learning, presentation strategies, and build a basis for application of mathematics across the curriculum of mathematics. Two of the three teachers have been trained on this strategy during the summer of 2009 (Math Matters). The additional math teacher will go through the training in the summer of 2010.

Impact Level: High Impact - Inside

Focus: Specific

Homework Policy for GMS Students

Teachers and administrators will collaborate to develop a rigorous and consistent homework policy that will be implemented by all teachers in the GMS community. All teachers will collaborate to develop this plan addressing the needs of our students. Teachers will develop this plan over the course of semester 2 of 2010. Implementation of this will occur the first day of school 2010-2011.

Impact Level: High Impact - Inside

Focus: Specific

Language Arts Lab

This ongoing strategy will be part of the Tier 3 initiative of Rtl. Students will be identified through grades, I-STEP scores, and classroom performance by teachers of language arts. Students struggling in these courses and +/- 20 points on I-STEP will be placed into the Language Arts Lab where extra instructional time, test taking strategies, and remediation will take place. This is an ongoing strategy that was incorporated during the 2009-2010 school year.

Impact Level: High Impact - Inside

Focus: Specific

Math Lab

This ongoing strategy will be part of the Tier 3 initiative of Rtl. Students will be identified through grades, I-STEP scores, and classroom performance by teachers of Math. Students struggling in these courses and +/- 20 points on I-STEP will be placed into the Math Lab where extra instructional time, test taking strategies, and remediation will take place. This is an ongoing strategy that was incorporated during the 2009-2010 school year.

Impact Level: High Impact - Inside

Focus: Specific

Positive Behavioral Intervention Model for GMS

Bengal Pride 365 is a positive behavioral intervention plan developed by the staff and students of Greendale Middle School. The staff has identified 5 different expectations for students. The expectations correspond with P.R.I.D.E.: 1) Be prepared, 2) Be respectful, 3) Have initiative, 4) Be determined, and 5) Be exemplary. Students also conducted a recent survey where they were asked the following questions: 1) What do you feel is essential to being a successful student; 2) What do you feel is essential to being a good friend, person, or citizen; 3) How can teachers show you respect; and 4) What ways do you like to be rewarded? These questions will help develop a level of mutual respect among students and staff of GMS. The answers for these questions were incorporated into the PRIDE framework. From here, students will identify the 5 PRIDE statements and how they would be shown in different parts of the school. Once students have identified these criteria, they will then determine some form of performance (either video, posters, presentation) over the PRIDE system. This will be done during the spring of 2010. Full initiation of the Bengal PRIDE 365 will take place during the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: General

Step-Up to I-STEP--Language Arts

Students will be given "warm-up" activities 3 days a week in their language arts classes. These activities will be based on I-STEP questions. Questions may be developed by classroom teachers or given out of the "I-STEP Coach" workbook. Performance on these activities will be monitored by the same group of teachers and will help develop and guide the curriculum being taught in the classroom to help prepare students for I-STEP testing in the spring. This will be an ongoing strategy used by language arts teachers during the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: Specific

Step-Up to I-STEP--Mathematics

Students will be given "warm-up" activities 3 days a week in their math classes. These activities will be based on I-STEP questions. Questions may be developed by classroom teachers or given out of the "I-STEP Coach" workbook. Performance on these activities will be monitored by the same group of teachers and will help develop and guide the curriculum being taught in the classroom to help prepare students for I-STEP testing in the spring. This will be an ongoing strategy used by math teachers during the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Rigor Through Intervention

Math and Language Arts teachers will identify students who are not working to the best of their ability based on ISTEP scores and overall classroom performance to determine academic skill areas of weakness. Students will be pulled twice a week by Math and Language Arts teachers to work intensely so that they will be able to be successful in a rigorous curriculum.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Middle School Intervention Program - Language Arts

The guidance director, teachers, and administration will develop a plan for students who do not complete language arts with a proficient grade. Teachers, guidance counselors, and administrators will begin developing this intervention system which will address student's academic needs, organizational skills, and study skills over the course of the spring of 2010. This will be implemented during quarter 1 of the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Middle School Intervention System--Mathematics

The guidance counselor, administrators, and teachers will develop a plan for students who do not complete mathematics with a proficient grade. Teachers, guidance counselor, and administrators will begin developing this intervention system which will address student academic needs, organizational skills, and study skills over the course of the spring of 2010. This will be implemented during quarter 1 of 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

Based on the credit recovery program, individual students will meet with a community mentor who will monitor their progress along with offering assistance with homework, career planning, and completion/identification of career and post-secondary educational planning. Community members will meet with teachers and administrators to identify students in need of special assistance. This will be re-evaluated on a monthly basis starting during quarter 1 of the 2010-2011 school year.

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.

Local Strategies

Differentiated Instructional Practices for Mathematics

% of teachers who turn input lessons into STI every week for entire semester

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

% of teachers turning in weekly lesson plans incorporating project-based learning (% of those who turn in every week for entire semester)

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

Homework Policy for GMS Students

% of students who turn in homework on a given day chosen randomly four times a month

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

of homework policies implemented

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

% of teachers that report on homework completion

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

% of students who bring materials to class on a given day chosen randomly four times a month

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

% of students who participate in Homework Help on average per week

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

Required Strategies

F. Encourage Rigorous Curriculum: Rigor Through Intervention

Percent of math teachers who will correctly and consistently identify students with academic skill areas of weakness.

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

Percent of language arts teachers who will correctly and consistently identify students with academic skill areas of weakness.

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

Percent of students who are successful in rigorous math curriculum.

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

Percent of students who are successful in rigorous language arts curriculum.

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

I. Focused Academic Area: Middle School Intervention Program - Language Arts

Count of teachers turning in weekly list of students they met with during the week

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

Count percent of students who turn in all homework on a given day

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

Count % of observed teachers working with small groups

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

Count percent of students who bring materials to class on a given day.

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

Count percent of students who are proficient in Language Arts

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

I. Focused Academic Area: Middle School Intervention System--Mathematics

% observed teaching lessons that are aligned with standards.

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

%who turn in all homework on a given day.

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

% turning in weekly lesson plans aligned with Indiana Academic Standards.

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

% of students that bring materials to class each day.

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

U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

% of Teachers and Administrators meeting with Mentors to identify students in need of special assistance

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

% of Teachers to track homework completion rates of students who have been assigned Community Mentors

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

of mentoring sessions with Community Member Mentors that will offer assistance in homework

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

% of special ed/free & reduced lunch students who turn in all homework in a given day

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

% of special ed/free & reduced lunch students who complete career and post-secondary educational plans

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

of mentoring sessions with Community Member Mentors that offer assistance in career planning

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

of mentoring sessions with Community Member Mentors that will offer assistance in completion/identification of career and post-secondary educational planning

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

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Differentiated Instructional Practices for Mathematics

- ✓ **Apr 1, 2010:** Collect baseline data: % of teachers turning in weekly lesson plans incorporating project-based learning (% of those who turn in every week for entire semester) **Person:** Kevin Self
- ✓ **May 11, 2010:** Math teachers will attend project-based learning workshops. **Person:** Destiny Rutzel
- ✓ **Jun 8, 2010:** Math teachers will attend project-based learning workshops. **Person:** Destiny Rutzel
- ✓ **Jul 12, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
- ✓ **Jul 13, 2010:** Math teachers will attend project-based learning workshops. **Person:** Destiny Rutzel
- ✓ **Aug 1, 2010:** Math teachers will attend project-based learning workshops. **Person:** Destiny Rutzel
- ✓ **Aug 1, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
- ✓ **Aug 1, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
- ✓ **Aug 1, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Kim Stafford, Destiny Rutzel, Stacie Dishman, Laura Hartman
- ✓ **Aug 10, 2010:** Math teachers will attend project-based learning workshops. **Person:** Destiny Rutzel
- ✓ **Aug 10, 2010:** Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
- ✓ **Aug 10, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
- ✓ **Aug 10, 2010:** The Principal will check lesson plans in STI each week. **Person:** Kevin Self
- ✓ **Aug 10, 2010:** The principal will send out emails to each teacher that doesn't have their lesson plans in each week. **Person:** Kevin Self
- ✓ **Aug 12, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
- ✓ **Sep 10, 2010:** Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
- ✓ **Sep 12, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
- ✓ **Sep 16, 2010:** Collect baseline data: % of teachers who turn input lessons into STI every week for entire semester **Person:** Kevin Self
- ✓ **Sep 16, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny Rutzel, Kim Stafford, Stacie Dishman, Laura Hartman
- Oct 10, 2010:** Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
- Oct 12, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
- Nov 10, 2010:** Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
- Nov 12, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
- Nov 30, 2010:** Collect fall data: % of teachers turning in weekly lesson plans incorporating project-based learning (% of those who turn in every week for entire semester) **Person:** Kevin Self
- Nov 30, 2010:** Collect fall data: % of teachers who turn input lessons into STI every week for entire semester **Person:** Kevin Self
- Dec 10, 2010:** Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
- Dec 12, 2010:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
- Jan 10, 2011:** Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
- Jan 12, 2011:** Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie

Feb 10, 2011: Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
Feb 12, 2011: Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
Mar 10, 2011: Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
Mar 12, 2011: Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
Apr 10, 2011: Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
Apr 12, 2011: Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
May 10, 2011: Teachers will share/present ideas utilized in the classroom each month. **Person:** Destiny, Kim, Laura, Stacie
May 12, 2011: Teachers will work on aligning the project-based learning activities with the Indiana Academic Standards. **Person:** Destiny, Kim, Laura, Stacie
Jun 30, 2011: Collect spring data: % of teachers turning in weekly lesson plans incorporating project-based learning (% of those who turn in every week for entire semester) **Person:** Kevin Self
Jun 30, 2011: Collect spring data: % of teachers who turn input lessons into STI every week for entire semester **Person:** Kevin Self

Encourage Rigorous Curriculum

✓ **Apr 1, 2010:** Collect baseline data: **Person:**
✓ **Apr 1, 2010:** Collect baseline data: Percent of language arts teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Destiny Rutzel
✓ **Apr 1, 2010:** Collect baseline data: Percent of math teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Destiny Rutzel
✓ **Apr 1, 2010:** Collect baseline data: Percent of students who are successful in rigorous language arts curriculum. **Person:** Destiny Rutzel
✓ **Apr 1, 2010:** Collect baseline data: Percent of students who are successful in rigorous math curriculum. **Person:** Destiny Rutzel
✓ **Aug 1, 2010:** A letter will be written that will be used to notify parents that his/her child will be participating in the program. **Person:** Mr. Self
✓ **Aug 1, 2010:** Letters will be mailed to the parents and follow-up phone calls will be done to discuss this with the parents. **Person:** Mr. Self
✓ **Aug 1, 2010:** Parents will be contacted prior to each 9 weeks to discuss his/her child and enrolling the child into the program. **Person:** Mr. Self/Math and L.A. Teachers
✓ **Aug 1, 2010:** Students will be enrolled in the program. **Person:** Kevin Self/Math and L.A. Teachers
✓ **Aug 1, 2010:** Teachers will analyze spring ISTEP scores to determine students for the first 9 weeks of the 2010-2011 school year. **Person:** Math and Language Arts Teachers
✓ **Aug 1, 2010:** Teachers will look at data each 9 weeks. **Person:** Math and Language Arts Teachers
✓ **Aug 1, 2010:** Teachers will match lists and determine the amount of hours that students will be worked with during the 9 weeks. **Person:** Math and Language Arts Teachers
✓ **Aug 1, 2010:** Teachers will meet to analyze overall classroom performance to determine students that will be worked with during the 9 weeks. **Person:** Math and Language Arts Teachers
Oct 3, 2010: Letters will be mailed to the parents and follow-up phone calls will be done to discuss this with the parents. **Person:** Mr. Self
Oct 3, 2010: Parents will be contacted prior to each 9 weeks to discuss his/her child and enrolling the child into the program. **Person:** Mr. Self/Math and L.A. Teachers
Oct 3, 2010: Students will be enrolled in the program. **Person:** Kevin Self/Math and L.A. Teachers
Oct 3, 2010: Teachers will look at data each 9 weeks. **Person:** Math and Language Arts Teachers
Oct 3, 2010: Teachers will meet to analyze overall classroom performance to determine students that will be worked with during the 9 weeks. **Person:** Math and Language Arts Teachers
Nov 30, 2010: Collect fall data: **Person:**
Nov 30, 2010: Collect fall data: Percent of language arts teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Destiny Rutzel
Nov 30, 2010: Collect fall data: Percent of math teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Destiny Rutzel
Nov 30, 2010: Collect fall data: Percent of students who are successful in rigorous language arts curriculum. **Person:** Destiny Rutzel
Nov 30, 2010: Collect fall data: Percent of students who are successful in rigorous math curriculum. **Person:** Destiny Rutzel
Dec 5, 2010: Letters will be mailed to the parents and follow-up phone calls will be done to discuss this with the parents. **Person:** Mr. Self
Dec 5, 2010: Parents will be contacted prior to each 9 weeks to discuss his/her child and enrolling the child into the program. **Person:** Mr. Self/Math and L.A. Teachers

Dec 5, 2010: Students will be enrolled in the program. **Person:** Kevin Self/Math and L.A. Teachers

Dec 5, 2010: Teachers will look at data each 9 weeks. **Person:** Math and Language Arts Teachers

Dec 5, 2010: Teachers will meet to analyze overall classroom performance to determine students that will be worked with during the 9 weeks. **Person:** Math and Language Arts Teachers

Feb 6, 2011: Letters will be mailed to the parents and follow-up phone calls will be done to discuss this with the parents. **Person:** Mr. Self

Feb 6, 2011: Parents will be contacted prior to each 9 weeks to discuss his/her child and enrolling the child into the program. **Person:** Mr. Self/Math and L.A. Teachers

Feb 6, 2011: Students will be enrolled in the program. **Person:** Kevin Self/Math and L.A. Teachers

Feb 6, 2011: Teachers will look at data each 9 weeks. **Person:** Math and Language Arts Teachers

Feb 6, 2011: Teachers will meet to analyze overall classroom performance to determine students that will be worked with during the 9 weeks. **Person:** Math and Language Arts Teachers

Apr 10, 2011: Letters will be mailed to the parents and follow-up phone calls will be done to discuss this with the parents. **Person:** Mr. Self

Apr 10, 2011: Parents will be contacted prior to each 9 weeks to discuss his/her child and enrolling the child into the program. **Person:** Mr. Self/Math and L.A. Teachers

Apr 10, 2011: Students will be enrolled in the program. **Person:** Kevin Self/Math and L.A. Teachers

Apr 10, 2011: Teachers will look at data each 9 weeks. **Person:** Math and Language Arts Teachers

Apr 10, 2011: Teachers will meet to analyze overall classroom performance to determine students that will be worked with during the 9 weeks. **Person:** Math and Language Arts Teachers

Jun 12, 2011: Teachers will look at data each 9 weeks. **Person:** Math and Language Arts Teachers

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

Jun 30, 2011: Collect spring data: Percent of language arts teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Destiny Rutzel

Jun 30, 2011: Collect spring data: Percent of math teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Destiny Rutzel

Jun 30, 2011: Collect spring data: Percent of students who are successful in rigorous language arts curriculum. **Person:** Destiny Rutzel

Jun 30, 2011: Collect spring data: Percent of students who are successful in rigorous math curriculum. **Person:** Destiny Rutzel

Focused Academic Area

- ✓ **Mar 20, 2010:** Create a rubric for students that should be pulled out during the intervention during the school day. **Person:** INSAI Comm.
- ✓ **Apr 1, 2010:** Collect baseline data: **Person:** Kevin Self/ INSAI Comm.
- ✓ **Apr 1, 2010:** Collect baseline data: **Person:** Kevin Self/INSAI Comm.
- ✓ **Apr 1, 2010:** Collect baseline data: % observed teaching lessons that are aligned with standards. **Person:** Kevin Self
- ✓ **Apr 1, 2010:** Collect baseline data: % of students that bring materials to class each day. **Person:** Math Teachers
- ✓ **Apr 1, 2010:** Collect baseline data: % turning in weekly lesson plans aligned with Indiana Academic Standards. **Person:** Kevin Self
- ✓ **Apr 1, 2010:** Collect baseline data: %who turn in all homework on a given day. **Person:** Math Teachers
- ✓ **Apr 1, 2010:** Collect baseline data: Count % of observed teachers working with small groups **Person:** Kevin Self
- ✓ **Apr 1, 2010:** Collect baseline data: Count of teachers turning in weekly list of students they met with during the week **Person:** Kevin Self
- ✓ **Apr 1, 2010:** Collect baseline data: Count percent of students who are proficient in Language Arts **Person:** Kevin Self and L.A. Teachers
- ✓ **Apr 1, 2010:** Collect baseline data: Count percent of students who bring materials to class on a given day. **Person:** L.A. Teachers
- ✓ **Apr 1, 2010:** Collect baseline data: Count percent of students who turn in all homework on a given day **Person:** L.A. Teachers
- ✓ **May 3, 2010:** all teachers will meet with the insai committee to impliment SSR and study hall activities. This will be directed toward those students not being pulled from class to recover credits **Person:** insai committee
- ✓ **May 3, 2010:** Language Arts teachers will meet with InSAI Committee to understand the importance of implimentating this strategy and how it benefits students achievement. **Person:** InSAI committee
- ✓ **May 3, 2010:** Math teachers will meet with INSAI committee to understand the importance of implementing this strategy and how it benefits students achievement. **Person:** INSAI committee
- ✓ **May 3, 2010:** Other teachers will meet with InSAI committee to understand the importance implimentating SSR and Study Halls for students not involved in credit recovery. **Person:** InSAI committee
- ✓ **May 3, 2010:** Other teachers will meet with INSAI committee to understand the importance of implementing SSR and Study Halls for students not involved in credit recovery **Person:** INSAI Comm.
- ✓ **May 20, 2010:** Create a checklist of those students that will be required to stay after school for Recovery if they fail classes the 9 weeks before. **Person:** InSAI Committe

- ✓ **May 20, 2010:** Create a rubric for students that should be pulled out during the intervention during the school day. **Person:** InSAI Committee
- ✓ **Jul 15, 2010:** Create a rotation of teacher coverage of PLATO in the computer lab for after school Recovery from 2:35-3:15. Similar to detention rotation schedule already in practice. **Person:** Steve Obertate
- ✓ **Jul 15, 2010:** Create a rotation of teacher coverage of PLATO in the computer lab for afterschool credit recovery from 2:35-3:15. Similar to detention rotation schedule already in practice. **Person:** Steve Obertate
- ✓ **Jul 15, 2010:** School schedule will have to be rearranged to allow for implementation of strategy. **Person:** Kevin Self
- ✓ **Jul 15, 2010:** School schedule will have to be rearranged to allow for implementation of strategy **Person:** Kevin Self
- ✓ **Aug 2, 2010:** Parents will be informed at registration about the change in school day and how their child could be affected by the credit system and credit recovery system. **Person:** Kevin Self
- ✓ **Aug 2, 2010:** Parents will be informed at registration about the change in school day and how their child could be affected by the credit system and credit recovery system. **Person:** Kevin Self
- ✓ **Aug 2, 2010:** Parents will be informed of the scheduled changes in the school day and how it could affect their student **Person:** Kevin Self
- ✓ **Aug 10, 2010:** Create a checklist of those students that will be required to stay after school for Recovery if they fail classes the 9 weeks before. **Person:** INSAI Comm.
- ✓ **Aug 20, 2010:** All teachers will be trained on PLATO **Person:** Kevin Self
- ✓ **Aug 20, 2010:** All teachers will be trained on PLATO **Person:** Kevin Self
- ✓ **Sep 1, 2010:** Letter sent home to parents at mid-term for those students with D's and F's. The letter would state that if a student fails they will be required to attend Recovery after school until 3:15 for the next 9 weeks. **Person:** Kevin Self
- ✓ **Sep 1, 2010:** Letters will be sent home to parents at mid-term for those students with D's and F's. The letter would state that if a student fails they will be required to attend Recovery afterschool until 3:15 for the next 9 weeks. **Person:** Kevin Self
- ✓ **Sep 15, 2010:** Students for credit recovery will be selected at mid-term by Language Arts teachers based on the following: classroom performance, class score, and acuity score. **Person:** Language Arts Teachers
- ✓ **Sep 15, 2010:** Students selected for credit recovery will be chosen at mid-term by math teachers based on the following: class performance, class score, and acuity scores **Person:** classroom teachers
- ✓ **Sep 17, 2010:** Language Art teachers will inform other teachers and principal who they are pulling and what objectives they will be teaching **Person:** Kevin Self
- ✓ **Sep 17, 2010:** Math teachers will inform other teachers and principal what students are being pulled and what objectives are being taught. **Person:** Math Teachers/Kevin Self
- Oct 12, 2010:** Create a checklist of those students that will be required to stay after school for Recovery if they fail classes the 9 weeks before. **Person:** INSAI Comm.
- Nov 3, 2010:** Letter sent home to parents at mid-term for those students with D's and F's. The letter would state that if a student fails they will be required to attend Recovery after school until 3:15 for the next 9 weeks. **Person:** Kevin Self
- Nov 17, 2010:** Students selected for credit recovery will be chosen at mid-term by math teachers based on the following: class performance, class score, and acuity scores **Person:** classroom teachers
- Nov 19, 2010:** Math teachers will inform other teachers and principal what students are being pulled and what objectives are being taught. **Person:** Math Teachers/Kevin Self
- Nov 30, 2010:** Collect fall data: **Person:** Kevin Self / INSAI Comm.
- Nov 30, 2010:** Collect fall data: **Person:** Kevin Self/INSAI comm.
- Nov 30, 2010:** Collect fall data: % observed teaching lessons that are aligned with standards. **Person:** Kevin Self
- Nov 30, 2010:** Collect fall data: % of students that bring materials to class each day. **Person:** Math Teachers
- Nov 30, 2010:** Collect fall data: % turning in weekly lesson plans aligned with Indiana Academic Standards. **Person:** Kevin Self
- Nov 30, 2010:** Collect fall data: % who turn in all homework on a given day. **Person:** Math Teachers
- Nov 30, 2010:** Collect fall data: Count % of observed teachers working with small groups **Person:** Kevin Self
- Nov 30, 2010:** Collect fall data: Count of teachers turning in weekly list of students they met with during the week **Person:** Kevin Self
- Nov 30, 2010:** Collect fall data: Count percent of students who are proficient in Language Arts **Person:** Kevin Self and L.A. Teachers
- Nov 30, 2010:** Collect fall data: Count percent of students who bring materials to class on a given day. **Person:** L.A. Teachers
- Nov 30, 2010:** Collect fall data: Count percent of students who turn in all homework on a given day **Person:** L.A. Teachers
- Dec 14, 2010:** Create a checklist of those students that will be required to stay after school for Recovery if they fail classes the 9 weeks before. **Person:** INSAI Comm.
- Jan 5, 2011:** Letter sent home to parents at mid-term for those students with D's and F's. The letter would state that if a student fails they will be required to attend Recovery after school until 3:15 for the next 9 weeks. **Person:** Kevin Self
- Jan 19, 2011:** Students selected for credit recovery will be chosen at mid-term by math teachers based on the following: class performance, class score, and acuity scores **Person:** classroom teachers
- Jan 21, 2011:** Math teachers will inform other teachers and principal what students are being pulled and what objectives are being taught. **Person:** Math Teachers/Kevin Self
- Feb 15, 2011:** Create a checklist of those students that will be required to stay after school for Recovery if they fail classes the 9 weeks before. **Person:** INSAI Comm.

Mar 9, 2011: Letter sent home to parents at mid-term for those students with D's and F's. The letter would state that if a student fails they will be required to attend Recovery after school until 3:15 for the next 9 weeks. **Person:** Kevin Self

Mar 23, 2011: Students selected for credit recovery will be chosen at midterm by math teachers based on the following: class performance, class score, and acuity scores **Person:** classroom teachers

Mar 25, 2011: Math teachers will inform other teachers and principal what students are being pulled and what objectives are being taught. **Person:** Math Teachers/Kevin Self

Apr 19, 2011: Create a checklist of those students that will be required to stay after school for Recovery if they fail classes the 9 weeks before. **Person:** INSAI Comm.

May 11, 2011: Letter sent home to parents at mid-term for those students with D's and F's. The letter would state that if a student fails they will be required to attend Recovery after school until 3:15 for the next 9 weeks. **Person:** Kevin Self

Jun 30, 2011: Collect spring data: **Person:** Kevin Self/ INSAI Comm.

Jun 30, 2011: Collect spring data: **Person:** Kevin Self/INSAI Comm.

Jun 30, 2011: Collect spring data: % observed teaching lessons that are aligned with standards. **Person:** Kevin Self

Jun 30, 2011: Collect spring data: % of students that bring materials to class each day. **Person:** Math Teachers

Jun 30, 2011: Collect spring data: % turning in weekly lesson plans aligned with Indiana Academic Standards. **Person:** Kevin Self

Jun 30, 2011: Collect spring data: % who turn in all homework on a given day. **Person:** Math Teachers

Jun 30, 2011: Collect spring data: Count % of observed teachers working with small groups **Person:** Kevin Self

Jun 30, 2011: Collect spring data: Count of teachers turning in weekly list of students they met with during the week **Person:** Kevin Self

Jun 30, 2011: Collect spring data: Count percent of students who are proficient in Language Arts **Person:** Kevin Self and L.A. Teachers

Jun 30, 2011: Collect spring data: Count percent of students who bring materials to class on a given day. **Person:** L.A. Teachers

Jun 30, 2011: Collect spring data: Count percent of students who turn in all homework on a given day **Person:** Language Arts Teachers

Focused Student Group

✓ **Apr 1, 2010:** Collect baseline data: **Person:** Elaine Lockwood

✓ **Apr 1, 2010:** Collect baseline data: # of mentoring sessions with Community Member Mentors that offer assistance in career planning **Person:** Gayle Stafford

✓ **Apr 1, 2010:** Collect baseline data: # of mentoring sessions with Community Member Mentors that will offer assistance in completion/identification of career and post-secondary educational planning **Person:** Gayle Stafford

✓ **Apr 1, 2010:** Collect baseline data: # of mentoring sessions with Community Member Mentors that will offer assistance in homework **Person:** Gayle Stafford

✓ **Apr 1, 2010:** Collect baseline data: % of special ed/free & reduced lunch students who complete career and post-secondary educational plans **Person:** Kevin Self

✓ **Apr 1, 2010:** Collect baseline data: % of special ed/free & reduced lunch students who turn in all homework in a given day **Person:** Kevin Self

✓ **Apr 1, 2010:** Collect baseline data: % of Teachers and Administrators meeting with Mentors to identify students in need of special assistance **Person:** Kevin Self

✓ **Apr 1, 2010:** Collect baseline data: % of Teachers to track homework completion rates of students who have been assigned Community Mentors **Person:** Gayle Stafford

✓ **May 1, 2010:** Choose a leader/committee to implement community mentoring program **Person:** Jennifer Eliason

✓ **May 1, 2010:** Design a survey for students to respond to regarding mentoring sessions **Person:** Gayle Stafford

✓ **May 25, 2010:** Research other mentoring programs **Person:** Gayle Stafford

✓ **Aug 11, 2010:** Identify students (Special Ed/Free & Reduced Lunch) **Person:** Elaine Lockwood

✓ **Aug 11, 2010:** Provide teachers with information regarding mentoring **Person:** Gayle Stafford

✓ **Aug 15, 2010:** Identify community members who will become mentors **Person:** Jennifer Eliason

✓ **Sep 1, 2010:** Allow teachers time to meet with mentors to discuss progress **Person:** Kevin Self

✓ **Sep 1, 2010:** Provide community with information regarding mentoring **Person:** Kevin Self

✓ **Sep 1, 2010:** Provide mentors with resources needed to assist students with career planning **Person:** Bill Harvey

✓ **Sep 1, 2010:** Teachers will monitor rate of homework completion of target group **Person:** Gayle Stafford

✓ **Sep 10, 2010:** Presentation of Mentoring Program **Person:** Kevin Self

Sep 30, 2010: Mentors will keep a log of mentoring sessions with student **Person:** Jennifer Eliason

Oct 1, 2010: Teachers will monitor rate of homework completion of target group **Person:** Gayle Stafford

Nov 1, 2010: Teachers will monitor rate of homework completion of target group **Person:** Gayle Stafford

Nov 4, 2010: Mentors will keep a log of mentoring sessions with student **Person:** Jennifer Eliason

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

Nov 30, 2010: Collect fall data: # of mentoring sessions with Community Member Mentors that offer assistance in career planning **Person:** Gayle Stafford

Nov 30, 2010: Collect fall data: # of mentoring sessions with Community Member Mentors that will offer assistance in completion/identification of career and post-secondary educational planning **Person:** Gayle Stafford

Nov 30, 2010: Collect fall data: # of mentoring sessions with Community Member Mentors that will offer assistance in homework **Person:** Gayle Stafford

Nov 30, 2010: Collect fall data: % of special ed/free & reduced lunch students who complete career and post-secondary educational plans **Person:** Gayle Stafford

Nov 30, 2010: Collect fall data: % of special ed/free & reduced lunch students who turn in all homework in a given day **Person:** Kevin Self

Nov 30, 2010: Collect fall data: % of Teachers and Administrators meeting with Mentors to identify students in need of special assistance **Person:** Kevin Self

Nov 30, 2010: Collect fall data: % of Teachers to track homework completion rates of students who have been assigned Community Mentors **Person:** Kevin Self

Dec 1, 2010: Teachers will monitor rate of homework completion of target group **Person:** Gayle Stafford

Dec 2, 2010: Mentors will keep a log of mentoring sessions with student **Person:** Jennifer Eliason

Dec 30, 2010: Mentors will keep a log of mentoring sessions with student **Person:** Jennifer Eliason

Jan 1, 2011: Teachers will monitor rate of homework completion of target group **Person:** Gayle Stafford

Feb 1, 2011: Teachers will monitor rate of homework completion of target group **Person:** Gayle Stafford

Feb 3, 2011: Mentors will keep a log of mentoring sessions with student **Person:** Jennifer Eliason

Mar 1, 2011: Teachers will monitor rate of homework completion of target group **Person:** Gayle Stafford

Mar 3, 2011: Mentors will keep a log of mentoring sessions with student **Person:** Jennifer Eliason

Mar 31, 2011: Mentors will keep a log of mentoring sessions with student **Person:** Jennifer Eliason

Apr 1, 2011: Teachers will monitor rate of homework completion of target group **Person:** Gayle Stafford

May 1, 2011: Teachers will monitor rate of homework completion of target group **Person:** Gayle Stafford

May 5, 2011: Mentors will keep a log of mentoring sessions with student **Person:** Jennifer Eliason

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

Jun 30, 2011: Collect spring data: # of mentoring sessions with Community Member Mentors that offer assistance in career planning **Person:** Gayle Stafford

Jun 30, 2011: Collect spring data: # of mentoring sessions with Community Member Mentors that will offer assistance in completion/identification of career and post-secondary educational planning **Person:** Gayle Stafford

Jun 30, 2011: Collect spring data: # of mentoring sessions with Community Member Mentors that will offer assistance in homework **Person:** Gayle Stafford

Jun 30, 2011: Collect spring data: % of special ed/free & reduced lunch students who complete career and post-secondary educational plans **Person:** Kevin Self

Jun 30, 2011: Collect spring data: % of special ed/free & reduced lunch students who turn in all homework in a given day **Person:** Kevin Self

Jun 30, 2011: Collect spring data: % of Teachers and Administrators meeting with Mentors to identify students in need of special assistance **Person:** Kevin Self

Jun 30, 2011: Collect spring data: % of Teachers to track homework completion rates of students who have been assigned Community Mentors **Person:** Kevin Self

Homework Policy for GMS Students

- ✓ **Mar 5, 2010:** Have faculty members sign up for Homework Policy Strategy Committee. **Person:** Kevin Self
- ✓ **Mar 19, 2010:** Survey teachers on current homework policies. **Person:** Stacie Dishman
- ✓ **Mar 19, 2010:** Survey teachers on their needs in a new homework policy. **Person:** Stacie Dishman
- ✓ **Mar 30, 2010:** Research homework policies of other middle schools in our surrounding areas. **Person:** Stacie Dishman
- ✓ **Apr 1, 2010:** Collect baseline data: # of homework policies implemented **Person:** Stacie Dishman
- ✓ **Apr 1, 2010:** Collect baseline data: % of students who bring materials to class on a given day chosen randomly four times a month **Person:** Stacie Dishman
- ✓ **Apr 1, 2010:** Collect baseline data: % of students who participate in Homework Help on average per week **Person:** Stacie Dishman
- ✓ **Apr 1, 2010:** Collect baseline data: % of students who turn in homework on a given day chosen randomly four times a month **Person:** Stacie Dishman
- ✓ **Apr 1, 2010:** Collect baseline data: % of teachers that report on homework completion **Person:** Stacie Dishman
- ✓ **Apr 1, 2010:** Create a timeline of objectives for homework policy for the month of April. **Person:** Stacie Dishman
- ✓ **Apr 7, 2010:** Hold a question/answer session for input with all faculty on preliminary homework policy. **Person:** Stacie Dishman
- ✓ **Apr 8, 2010:** Present proposed homework policy to strategy committee members. **Person:** Stacie Dishman
- ✓ **Apr 12, 2010:** Revise homework policy. **Person:** Stacie Dishman
- ✓ **Apr 16, 2010:** Hold a question/answer session for all faculty on proposed homework policy. **Person:** Stacie Dishman
- ✓ **Apr 22, 2010:** Hold a question/answer session for all faculty on revised homework policy. **Person:** Stacie Dishman

- ✓ **May 3, 2010:** Develop a school-wide homework policy. **Person:** Stacie Dishman
- ✓ **May 26, 2010:** Present new homework policy at year end meeting. **Person:** Kevin Self
- ✓ **Jun 1, 2010:** New homework policy will be printed in the student handbook in the agendas. **Person:** Kevin Self
- ✓ **Aug 11, 2010:** Teacher meeting to explain new homework policy. **Person:** Kevin Self
- ✓ **Aug 12, 2010:** Student assembly to explain new homework policy. **Person:** Kevin Self
- ✓ **Aug 18, 2010:** Meet as a strategy group to determine needs for the upcoming year. **Person:** Stacie Dishman
- ✓ **Aug 20, 2010:** Parent meeting to explain new homework policy. **Person:** Kevin Self
- ✓ **Sep 3, 2010:** Professional development on how to implement new homework policy within all subjects and with all teachers. **Person:** Kevin Self
- Oct 14, 2010:** Ask for feedback on the new homework policy and the implementation. **Person:** Stacie Dishman
- Nov 10, 2010:** Ask for opinions on the new homework policy and identify areas for review in the future. (Asking parents, students, teachers, etc.) **Person:** Stacie Dishman
- Nov 30, 2010:** Collect fall data: # of homework policies implemented **Person:** Stacie Dishman
- Nov 30, 2010:** Collect fall data: % of students who bring materials to class on a given day chosen randomly four times a month **Person:** Stacie Dishman
- Nov 30, 2010:** Collect fall data: % of students who participate in Homework Help on average per week **Person:** Stacie Dishman
- Nov 30, 2010:** Collect fall data: % of students who turn in homework on a given day chosen randomly four times a month **Person:** Stacie Dishman
- Nov 30, 2010:** Collect fall data: % of teachers that report on homework completion **Person:** Stacie Dishman
- Dec 1, 2010:** Homework trends in today's society. **Person:** Kevin Self
- Dec 13, 2010:** Ask for feedback on the new homework policy and the implementation. **Person:** Stacie Dishman
- Feb 14, 2011:** Ask for feedback on the new homework policy and the implementation. **Person:** Stacie Dishman
- Apr 18, 2011:** Ask for feedback on the new homework policy and the implementation. **Person:** Stacie Dishman
- May 10, 2011:** Revise homework policy and the implementation. **Person:** Stacie Dishman
- Jun 30, 2011:** Collect spring data: # of homework policies implemented **Person:** Stacie Dishman
- Jun 30, 2011:** Collect spring data: % of students who bring materials to class on a given day chosen randomly four times a month **Person:** Stacie Dishman
- Jun 30, 2011:** Collect spring data: % of students who participate in Homework Help on average per week **Person:** Stacie Dishman
- Jun 30, 2011:** Collect spring data: % of students who turn in homework on a given day chosen randomly four times a month **Person:** Stacie Dishman
- Jun 30, 2011:** Collect spring data: % of teachers that report on homework completion **Person:** Stacie Dishman

Positive Behavioral Intervention Model for GMS

- ✓ **Jan 1, 2010:** Data from past years will be collected and analyzed to identify groups of students displaying inappropriate behavior and the location of the inappropriate behavior **Person:** Kevin Self
- ✓ **Mar 1, 2010:** Development of the criteria for Bengal PRIDE 365 **Person:** Kevin Self
- ✓ **Mar 19, 2010:** Teachers and students will identify what having "Integrity" looks like in the hallway, classroom, lunch, computer lab, PE area, etc. **Person:** Kevin Self
- ✓ **Mar 19, 2010:** Teachers and students will identify what being "Determined" looks like in the hallway, classroom, lunch, computer lab, PE area, etc. **Person:** Kevin Self
- ✓ **Mar 19, 2010:** Teachers and students will identify what being "Exemplary" looks like in the hallway, classroom, lunch, computer lab, PE area, etc. **Person:** Kevin Self
- ✓ **Mar 19, 2010:** Teachers and students will identify what being "Present" looks like in the hallway, classroom, lunch, computer lab, PE area, etc **Person:** Kevin Self
- ✓ **Mar 19, 2010:** Teachers and students will identify what being "Respectful" looks like in the hallway, classroom, lunch, computer lab, PE area, etc. **Person:** Kevin Self
- ✓ **Mar 25, 2010:** Administration will compile the results of the information collected from students and teachers about Bengal PRIDE 365 shown in the classroom, hallway, PE area, restroom, lunch, library, etc. **Person:** Kevin Self
- ✓ **Apr 6, 2010:** Teachers will be shown examples of presentations completed by other schools for similar programs to Bengal PRIDE 365 **Person:** Kevin Self
- ✓ **Apr 6, 2010:** Teachers will be trained on video presentation development **Person:** Kevin Self
- ✓ **Apr 9, 2010:** Discussions will take place as to "why" we are developing Bengal PRIDE 365 **Person:** Kevin Self
- ✓ **Apr 9, 2010:** Students, along with the help of teachers, will be assigned a specific area of PRIDE to develop a presentation that will be shown to students throughout Greendale Middle School, along with our incoming 6th grade students for the 2010-2011 school year. Th **Person:** Kevin Self
- ✓ **Apr 16, 2010:** Students, along with the help of teachers, will be assigned a specific area of PRIDE to develop a presentation that will be shown to students throughout Greendale Middle School, along with our incoming 6th grade students for the 2010-2011 school year. Th **Person:** Kevin Self
- ✓ **Apr 23, 2010:** Students, along with the help of teachers, will be assigned a specific area of PRIDE to develop a presentation that will be shown to students throughout Greendale Middle School, along with our incoming 6th grade students for the 2010-2011 school year. Th **Person:** Kevin Self

- ✓ **Apr 30, 2010:** A point system will be developed to award students on a bi-weekly basis **Person:** Kevin Self
- ✓ **Apr 30, 2010:** Rewards for students being seen having Bengal PRIDE 365 will be identified with the help of students, teachers, parents, and administrators **Person:** Kevin Self
- ✓ **Apr 30, 2010:** Students, along with the help of teachers, will be assigned a specific area of PRIDE to develop a presentation that will be shown to students throughout Greendale Middle School, along with our incoming 6th grade students for the 2010-2011 school year. Th **Person:** Kevin Self
- ✓ **May 7, 2010:** Students, along with the help of teachers, will be assigned a specific area of PRIDE to develop a presentation that will be shown to students throughout Greendale Middle School, along with our incoming 6th grade students for the 2010-2011 school year. Th **Person:** Kevin Self
- ✓ **May 14, 2010:** Students, along with the help of teachers, will be assigned a specific area of PRIDE to develop a presentation that will be shown to students throughout Greendale Middle School, along with our incoming 6th grade students for the 2010-2011 school year. Th **Person:** Kevin Self
- ✓ **May 21, 2010:** Students, along with the help of teachers, will be assigned a specific area of PRIDE to develop a presentation that will be shown to students throughout Greendale Middle School, along with our incoming 6th grade students for the 2010-2011 school year. Th **Person:** Kevin Self
- ✓ **May 28, 2010:** Presentations will be submitted and compiled into a presentation given to all students for the beginning of the 2010-2011 school year **Person:** Kevin Self
- ✓ **Aug 9, 2010:** Teachers will be trained on the point system for Bengal PRIDE 365 **Person:** Kevin Self
- ✓ **Aug 31, 2010:** Data from each month will be compared to data from the corresponding month the year before **Person:** Kevin Self
- Oct 1, 2010:** Data from each month will be compared to data from the corresponding month the year before **Person:** Kevin Self
- Nov 1, 2010:** Data from each month will be compared to data from the corresponding month the year before **Person:** Kevin Self
- Dec 1, 2010:** Data from each month will be compared to data from the corresponding month the year before **Person:** Kevin Self
- Jan 1, 2011:** Data from each month will be compared to data from the corresponding month the year before **Person:** Kevin Self
- Feb 1, 2011:** Data from each month will be compared to data from the corresponding month the year before **Person:** Kevin Self
- Mar 1, 2011:** Data from each month will be compared to data from the corresponding month the year before **Person:** Kevin Self
- Apr 1, 2011:** Data from each month will be compared to data from the corresponding month the year before **Person:** Kevin Self
- May 1, 2011:** Data from each month will be compared to data from the corresponding month the year before **Person:** Kevin Self

Step-Up to I-STEP--Language Arts

- ✓ **Aug 10, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- ✓ **Aug 10, 2010:** Teachers will be given the opportunity to order ISTEP review materials. **Person:** Language Arts Teachers
- ✓ **Aug 10, 2010:** Teachers will keep a binder of ISTEP review material that is used and correlate it with the Indiana Academic Standards. **Person:** Language Arts Teachers
- ✓ **Aug 17, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- ✓ **Aug 24, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- ✓ **Aug 31, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- ✓ **Sep 7, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- ✓ **Sep 14, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- ✓ **Sep 21, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- Sep 28, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- Oct 5, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- Oct 12, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- Oct 19, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- Oct 26, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- Nov 2, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers
- Nov 9, 2010:** Language Arts teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP. **Person:** Language Arts Teachers

Feb 8, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Feb 11, 2011: Teachers will keep a binder of ISTEP review material that is used and correlate it with the Indiana Academic Standards. **Person:** Math Teachers

Feb 15, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Feb 22, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Mar 1, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Mar 8, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Mar 11, 2011: Teachers will keep a binder of ISTEP review material that is used and correlate it with the Indiana Academic Standards. **Person:** Math Teachers

Mar 15, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Mar 22, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Mar 29, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Apr 5, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Apr 8, 2011: Teachers will keep a binder of ISTEP review material that is used and correlate it with the Indiana Academic Standards. **Person:** Math Teachers

Apr 12, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Apr 19, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

Apr 26, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

May 3, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

May 10, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

May 13, 2011: Teachers will keep a binder of ISTEP review material that is used and correlate it with the Indiana Academic Standards. **Person:** Math Teachers

May 17, 2011: Math Teachers will use ISTEP review questions at least three days a week to help to prepare students for ISTEP.
Person: Math Teachers

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 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.

Differentiated Instructional Practices for Mathematics

Math teachers will attend project-based learning workshops.

Brief Description: Math teachers will be trained in project-based learning. The teachers will be attending training through "Math Matters in Southeastern Indiana".

Intended Participants: Teachers

Dates: Aug 1, 2010; May 11, 2010; Jun 8, 2010; Jul 13, 2010; Aug 10, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

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

Funding: City Grant

Does this activity occur during the school day? Yes

Homework Policy for GMS Students

Homework trends in today's society.

Brief Description: Professional development on current homework trends in today's society. This will provide teachers/administrators an opportunity to catch up on current practices and philosophies.

Intended Participants: Teachers, Administrators

Date: Dec 1, 2010

Activity Purpose: Information

Activity Format: Presentation, Professional Reading

Funding:

Does this activity occur during the school day? No

Professional development on how to implement new homework policy within all subjects and with all te

Brief Description: Review of new homework policy for all teachers.

Intended Participants: Teachers

Date: Sep 3, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Positive Behavioral Intervention Model for GMS

Teachers will be trained on the point system for Bengal PRIDE 365

Brief Description: Bengal PRIDE 365 will be the behavioral aspect of the RtI model for GMS. Because of this, we need to have an effective way of identifying students in each tier dealing with behavior. A point system will be used to identify students in Tier 1, Tier 2, and Tier 3. Each tier will have a level of "rewards" for the behavior. Tier 1 students will have "all access" rights, Tier 2 will have "limited access" rights, and Tier 3 will have "no rewards." These "rights" will be developed along with the point system through this process.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 9, 2010

Activity Purpose: Information, Refinement

Activity Format: Talk to, Presentation, Other

Funding: No outside funds will be needed. Professional development will be conducted by the staff of GMS

Does this activity occur during the school day? Yes

Teachers will be trained on video presentation development

Brief Description: Teachers will be trained on the use of digital video cameras, Windows MovieMaker, along with Microsoft PowerPoint and Publisher.

Intended Participants: Teachers

Date: Apr 6, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: No funding is required since it is being held at GMS and conducted by the school principal

Does this activity occur during the school day? Yes

Step-Up to I-STEP--Language Arts

Step-Up to I-STEP--Mathematics

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Rigor Through Intervention

I. Focused Academic Area: Middle School Intervention Program - Language Arts

All teachers will be trained on PLATO

Brief Description: We already have Plato for our corporation but teachers will be trained on how to log on, assign students to standards, and use the evaluation piece.

Intended Participants: Teachers

Date: Aug 20, 2010

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Presentation, Peer Coaching

Funding: All ready have software. Sub pay.

Does this activity occur during the school day? Yes

I. Focused Academic Area: Middle School Intervention System--Mathematics

All teachers will be trained on PLATO

Brief Description: Teachers will be trained on using PLATO for credit recovery.

Intended Participants: Teachers, Administrators

Date: Aug 20, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

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

Funding:

Does this activity occur during the school day? Yes

all teachers will meet with the insai committee to impliment SSR and study hall activities. This wil

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

Intended Participants: Teachers

Date: May 3, 2010

Activity Purpose:

Activity Format: Talk to, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

Presentation of Mentoring Program

Brief Description: The speaker will provide information regarding guidelines to mentoring and how to be an effective mentor.

Intended Participants: Teachers, Counselors, Administrators, Community Members

Date: Sep 10, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: presentation provided by school administrators/teachers/counselor

Does this activity occur during the school day? Yes

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... The number of students completing homework on a regular basis is extremely low

Data Targets Influenced by This Concern:

- All Students -- All Students Meeting Mastery Grades in Language Arts
- All Students -- All Students Meeting Mastery Grades in Mathematics
- All Students Tested -- Percent of Students Tested Passing Language Arts I-STEP
- All Students Tested -- Percent of Students Tested Passing Mathematics I-STEP
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Problem Solving on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Literary Text on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Writing Process on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Computation on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Number Sense on I-STEP Test

Strategies to Impact This Concern:

- Differentiated Instructional Practices for Mathematics
- Homework Policy for GMS Students
- Language Arts Lab
- Math Lab
- I. Focused Academic Area: Middle School Intervention System--Mathematics
- I. Focused Academic Area: Middle School Intervention Program - Language Arts

We are concerned that... Poor behavior is impacting student achievement.

Data Targets Influenced by This Concern:

- All Students -- All Students Meeting Mastery Grades in Language Arts
- All Students -- All Students Meeting Mastery Grades in Mathematics

Strategies to Impact This Concern:

- Positive Behavioral Intervention Model for GMS
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

We are concerned that... Promotion rates for students doesn't correlate with mastery of standards

Data Targets Influenced by This Concern:

- All Students -- All Students Meeting Mastery Grades in Language Arts
- All Students -- All Students Meeting Mastery Grades in Mathematics
- All Students Tested -- Percent of Students Tested Passing Language Arts I-STEP

- All Students Tested -- Percent of Students Tested Passing Mathematics I-STEP

Strategies to Impact This Concern:

- Language Arts Lab
- Math Lab
- Positive Behavioral Intervention Model for GMS
- Step-Up to I-STEP--Language Arts
- Step-Up to I-STEP--Mathematics
- I. Focused Academic Area: Middle School Intervention System--Mathematics
- I. Focused Academic Area: Middle School Intervention Program - Language Arts

We are concerned that... Poor attendance is impacting student achievement

Data Targets Influenced by This Concern:

- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Problem Solving on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Literary Text on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Writing Process on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Computation on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Number Sense on I-STEP Test

Strategies to Impact This Concern:

- Language Arts Lab
- Positive Behavioral Intervention Model for GMS
- I. Focused Academic Area: Middle School Intervention System--Mathematics
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

We are concerned that... The expectations we have for students are not high enough

Data Targets Influenced by This Concern:

- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Literary Text on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Writing Process on I-STEP Test

Strategies to Impact This Concern:

- Homework Policy for GMS Students
- Positive Behavioral Intervention Model for GMS
- Step-Up to I-STEP--Language Arts
- Step-Up to I-STEP--Mathematics
- F. Encourage Rigorous Curriculum: Rigor Through Intervention
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- I. Focused Academic Area: Middle School Intervention System--Mathematics
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

We are concerned that... Students are not actively engaged in their own learning

Data Targets Influenced by This Concern:

- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Problem Solving on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Literary Text on I-STEP Test

- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Writing Process on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Computation on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Number Sense on I-STEP Test

Strategies to Impact This Concern:

- Differentiated Instructional Practices for Mathematics
- Homework Policy for GMS Students
- Language Arts Lab
- Math Lab
- F. Encourage Rigorous Curriculum: Rigor Through Intervention
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- I. Focused Academic Area: Middle School Intervention System--Mathematics
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students -- All Students Meeting Mastery Grades in Language Arts
- All Students -- All Students Meeting Mastery Grades in Mathematics
- All Students Tested -- Percent of Students Tested Passing Language Arts I-STEP
- All Students Tested -- Percent of Students Tested Passing Mathematics I-STEP
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Problem Solving on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Literary Text on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Writing Process on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Computation on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Number Sense on I-STEP Test

Strategies to Impact This Concern:

- Differentiated Instructional Practices for Mathematics
- Language Arts Lab
- Math Lab
- Step-Up to I-STEP--Language Arts
- Step-Up to I-STEP--Mathematics
- F. Encourage Rigorous Curriculum: Rigor Through Intervention
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- I. Focused Academic Area: Middle School Intervention System--Mathematics

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Problem Solving on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Literary Text on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Writing Process on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Computation on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Number Sense on I-STEP Test

Strategies to Impact This Concern:

- Differentiated Instructional Practices for Mathematics
- Language Arts Lab
- Math Lab
- Positive Behavioral Intervention Model for GMS
- Step-Up to I-STEP--Language Arts
- Step-Up to I-STEP--Mathematics
- I. Focused Academic Area: Middle School Intervention System--Mathematics
- I. Focused Academic Area: Middle School Intervention Program - Language Arts

U. Focused Student Group (PL221)**Data Targets Influenced by This Concern:**

- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Problem Solving on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Literary Text on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Language Arts Writing Process on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Computation on I-STEP Test
- Free & Reduced Lunch that are Special Education Students -- Percent of Mastery of Math Number Sense on I-STEP Test

Strategies to Impact This Concern:

- Language Arts Lab
- Math Lab
- Positive Behavioral Intervention Model for GMS
- Step-Up to I-STEP--Language Arts
- Step-Up to I-STEP--Mathematics
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

Force Field Excerpt

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

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>The public copy of the school's curriculum is located in the main office. This is also published in each child's school agenda book.</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<p>I would like to see data from our students become more vertically aligned and judged based upon that criteria instead of trend data that compares students to those from last year. I believe that having this type of analysis will show true growth with our students over a period of time instead of comparing these students to results from past years where the criteria was different. As educators, we can use data from past years, data from assessments in classes, Acuity assessments, etc to show growth over any period of time.</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>We use Acuity Testing. This testing provides data for each student measuring growth throughout the school year. Each child is assessed 4 times during the school year. The initial data is used for benchmarking. Growth during the next three tests is expected.</p>

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2012-2013 school year