School Improvement Plan - 2012-2013

Generated on June 6, 2012 at 8:37 AM

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:

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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
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.

   - Academic expectations
   - Curriculum content
   - Instructional practices
   - Classroom assessment
   - Extra help
   - Student guidance
   - Learning environment

5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-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

- Tammy Gregory - Parent/Guardian
- Bill Harvey - Community Representative (Business)
- Staci Knigga - Teacher
- Elaine Lockwood - School Counselor
- Mike Pratt - Teacher
- Kevin Self - Administrator

Strategy Chairs

- Stacie Dishman
- Ryan Knigga
- Staci Knigga
- Staci Knigga
- Elaine Lockwood
- Suzanne Pieczonka
- Kevin Self
- Gayle Stafford

Community Council

- Tony Bagshaw - Community
- Faye Brightwell - Parent
- Tammy Gregory - Parent
- Jennifer Hildebrand - Parent

- Holly Hinds - Business / Parent
- Lorie Howard - Parent
- Steve Karsteter - Community
- Steve Lampert - Governent / 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
- Kathy Thayer - Parent
- Antonia Wyatt - 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 âlet offâ 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 âGolden Ruleâ 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 check 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 childâs 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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
63	54.1	68	69.1	72		78		83		84		100

All Students - All Students Meeting Mastery Grades in Mathematics

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	53.6	57	64.7	65		67		73		75		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66	64.4	68	79.6	80		81		82		85		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	68.6	73	78.2	80.5		83		88		90		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
63	40.7	48	42.3	58		60		63		65		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
36	29.6	33	30.8	38		43		48		51		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
38	25.9	30	42.3	48		51		55		57		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53	37.0	43	50.0	60		55		40		50		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
56	28.1	34	50.0	58		49		42		45		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... 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.

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 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... 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%.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Differentiated Instructional Practices for Mathematics

Teachers in math courses will develop projects that will incorporated Indiana Academic Standards for Mathematics. Math teachers will develop activities to engage students in their learning using different techniques than the paper-pencil method of teaching math.
Impact Level: High Impact - Inside
Focus: Specific

Greendale Middle School Credit Policy

Piggybacking off the credit requirements of Lawrenceburg High School, students will be required to accumulate credits at the middle school level. Teachers will be involved in developing the number of credits required by students to be promoted to the next grade level. GMS will utilize a system similar to that of Lawrenceburg High School and it's requirements for graduation.
Impact Level: Low Impact
Focus: General

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. In addition, more rigid consequences for repeated behavior must be incorporated and will be initiated through the end of this school year. Our goal is to reduce the number of missing assignments turned in to each teacher and raise teacher expectations of students.
Impact Level: High Impact - Inside
Focus: General

Positive Behavioral Intervention Model

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. A three-tier system will be developed that will provide rewards and consequences over a 2 week period. This will be implemented for the start of the 2011-2012 school year. This point system will reflect aspects of our Homework Policy in addition to other behaviors we expect from all students at GMS to be successful.
Impact Level: High Impact - Inside
Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Response to Instruction

Greendale Middle School will be researching and developing their RtI program based upon those programs already established in the Lawrenceburg Community School Corporation and those established by other middle schools in the surrounding area. Teachers will identify the interventions and instruction that must take place for all students to be successful in the classroom. Documentation of this policy must take place and a format for the documentation and meetings about students will be developed as well. This will be done by teachers in all curricular area of the school.
Impact Level: High Impact - Inside
Focus: Specific

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

G. Attendance

Attendance will be monitored on a daily basis in the office by the secretaries along with the school administration. Attendance letters are sent home upon the 3rd absence in a semester. A second letter is sent upon the 5th absence. When a child reaches 7 absences, we contact our school attendance officer who makes contact with the parent(s) of the student. This allows the school to help out in any way to ensure that the child is in attendance at school. When a child reaches 10 absences in a semester, a recommendation letter is sent to the Dearborn County Probation Office. At that point, probation will attack the situation with attendance.
Impact Level: High Impact - Inside
Focus: Specific

I. Focused Academic Area: Language Arts Lab

This ongoing strategy will be part of the Tier 3 initiative of RtI. 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.
Impact Level: High Impact - Inside
Focus: Specific

I. Focused Academic Area: Math Lab

This ongoing strategy will be part of the Tier 3 initiative of RtI. 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.
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 continue this intervention system which will address student's academic needs, organizational skills, and study skills over the course of the school year. Teachers feel this has had a great inpact on the performance and preparation for students on assessments and on the preparation for I-STEP testing.
Impact Level: High Impact - Inside
Focus: Specific

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

The guidance counselor, administrators, and teachers will develop a plan for students who do not complete mathematics with a proficient grade. Teachers, guidance counselors, and administrators will continue this intervention system which will address student's academic needs, organizational skills, and study skills over the course of the school year. Teachers feel this has had a great inpact on the performance and preparation for students on assessments and on the preparation for I-STEP testing.
Impact Level: High Impact - Inside
Focus: Specific

I. Focused Academic Area: 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. Teachers feel this has impacted the improvement we are seeing in student performance related to Acuity testing and are very eager to see the results on I-STEP testing this spring.
Impact Level: High Impact - Inside
Focus: Specific

I. Focused Academic Area: 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. Teachers feel this has impacted the improvement we are seeing in student performance related to Acuity testing and are very eager to see the results on I-STEP testing this spring.
Impact Level: High Impact - Inside
Focus: Specific

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

The mentoring program will continue this year with our partnership with Big Brothers/Big Sisters of the Greater Cinncinnati Area. Students will be identified by classroom teachers and the guidance counselor. Students will be paired with a "Big" who will provide guidance with homework, social interaction, and career planning.
Impact Level: High Impact - Inside
Focus: Specific

X. Graduation Plan

Students in grade 6- 8 will create or update an Indiana Graduation Plan annually, the plan is part of the students permanent record, and the plan includes a statement of the student's intent to graduate and an acknowledgement of the importance of good citizenship, school attendance, and diligent study habits. In addition to this plan, the guidance counselor of Greendale Middle School, along with the business teacher, will provide the opportunity for students to participate in career planning. The planning will be updated annually in either the business class or by the guidance counselor. The importance of this plan is to provide the student the opportunity to set goals for the future, including an intent for graduation from high school and exploration of career plans. Students will research the required education for each of their goals. Utilizing computer websites to identify areas of interest will be done in the business classroom. The guidance counselor will provide information to students about different careers and college choices starting in the 6th grade. This plan will be followed up on a yearly basis by Mrs. Lockwood and Mrs. Hayes to involve them further in their graduation plan and thus where their lives will take them past high school. In addition, students will be informed of the importance of exemplary behavior, good attendance, and proficient study habits that will help them reach their maximum potential.
Impact Level: High Impact - Inside
Focus: Specific

Strategy Data

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

Local Strategies

Differentiated Instructional Practices for Mathematics

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
85	100			

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
66	100			

Homework Policy for GMS Students

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	100			

% of teachers following the homework policy in their classroom

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
85	100			

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
4.2	7			

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	100			

% of teachers that report on homework completion

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
92	100			

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 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100				

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

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
85	100			

% of observed teachers working with small groups

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100			

Percent of students who turn in all homework on a given day

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	100			

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	100			

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

% observed teaching lessons that are aligned with standards.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100			

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100			

%who turn in all homework on a given day.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	100			

% of students that bring materials to class each day.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	100			

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategyâs "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

Aug 1, 2012: Discussion of DI practices for Math **Person**: Stacie Dishman
Nov 30, 2012: 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**: Stacie Dishman
Nov 30, 2012: Collect fall data: % of teachers who turn input lessons into STI every week for entire semester **Person**: Stacie Dishman
Jun 30, 2013: 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**: Stacie Dishman
Jun 30, 2013: Collect spring data: % of teachers who turn input lessons into STI every week for entire semester **Person**: Stacie Dishman

Encourage Rigorous Curriculum

Aug 1, 2012: Data analysis from Bengal Den Activities **Person**: Kevin Self
Oct 4, 2012: RtI Discussions for Language Arts **Person**: Gayle Stafford
Oct 15, 2012: Acuity Data Analysis Meetings **Person**: Kevin Self
Nov 30, 2012: Collect fall data: Percent of language arts teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person**: Staci Knigga
Nov 30, 2012: Collect fall data: Percent of math teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person**: Staci Knigga
Dec 6, 2012: RtI Discussions for Language Arts **Person**: Gayle Stafford
Feb 7, 2013: RtI Discussions for Language Arts **Person**: Gayle Stafford
Apr 11, 2013: RtI Discussions for Language Arts **Person**: Gayle Stafford
Jun 30, 2013: Collect spring data: Percent of language arts teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person**: Staci Knigga
Jun 30, 2013: Collect spring data: Percent of math teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person**: Staci Knigga

Focused Academic Area

Aug 1, 2012: Identification of Students **Person**: Jeremy Wilson
Aug 1, 2012: Identification of Students **Person**: Kevin Self
Aug 1, 2012: Indentifcation of Students **Person**: Gayle Stafford
Aug 1, 2012: Indentifcation of Students **Person**: Gayle Stafford
Aug 2, 2012: Use of I-STEP books **Person**: Gayle Stafford
Aug 2, 2012: Use of I-STEP books **Person**: Stacie Dishman
Sep 2, 2012: Use of I-STEP books **Person**: Stacie Dishman
Sep 6, 2012: Use of I-STEP books **Person**: Gayle Stafford
Oct 2, 2012: Use of I-STEP books **Person**: Stacie Dishman
Oct 3, 2012: Identification of Students **Person**: Jeremy Wilson
Oct 3, 2012: Identification of Students **Person**: Kevin Self
Oct 3, 2012: Indentifcation of Students **Person**: Gayle Stafford
Oct 3, 2012: Indentifcation of Students **Person**: Gayle Stafford
Oct 4, 2012: Use of I-STEP books **Person**: Gayle Stafford
Nov 1, 2012: Use of I-STEP books **Person**: Gayle Stafford

Nov 2, 2012: Use of I-STEP books **Person**: Stacie Dishman
Nov 30, 2012: Collect fall data: % observed teaching lessons that are aligned with standards. **Person**: Kevin Self
Nov 30, 2012: Collect fall data: % of observed teachers working with small groups **Person**: Kevin Self
Nov 30, 2012: Collect fall data: % of students that bring materials to class each day. **Person**: Stacie Dishman
Nov 30, 2012: Collect fall data: % turning in weekly lesson plans aligned with Indiana Academic Standards. **Person**: Kevin Self
Nov 30, 2012: Collect fall data: %who turn in all homework on a given day. **Person**: Stacie Dishman
Nov 30, 2012: Collect fall data: Percent of students who bring materials to class on a given day. **Person**: Gayle Stafford
Nov 30, 2012: Collect fall data: Percent of students who turn in all homework on a given day **Person**: Kevin Self
Nov 30, 2012: Collect fall data: Percent of teachers turning in weekly list of students they met with during the week **Person**: Kevin Self
Dec 2, 2012: Use of I-STEP books **Person**: Stacie Dishman
Dec 5, 2012: Identification of Students **Person**: Jeremy Wilson
Dec 5, 2012: Identification of Students **Person**: Kevin Self
Dec 5, 2012: Indentifcation of Students **Person**: Gayle Stafford
Dec 5, 2012: Indentifcation of Students **Person**: Gayle Stafford
Dec 6, 2012: Use of I-STEP books **Person**: Gayle Stafford
Jan 2, 2013: Use of I-STEP books **Person**: Stacie Dishman
Jan 3, 2013: Use of I-STEP books **Person**: Gayle Stafford
Feb 2, 2013: Use of I-STEP books **Person**: Stacie Dishman
Feb 6, 2013: Identification of Students **Person**: Jeremy Wilson
Feb 6, 2013: Identification of Students **Person**: Kevin Self
Feb 6, 2013: Indentifcation of Students **Person**: Gayle Stafford
Feb 6, 2013: Indentifcation of Students **Person**: Gayle Stafford
Feb 7, 2013: Use of I-STEP books **Person**: Gayle Stafford
Mar 2, 2013: Use of I-STEP books **Person**: Stacie Dishman
Mar 7, 2013: Use of I-STEP books **Person**: Gayle Stafford
Apr 2, 2013: Use of I-STEP books **Person**: Stacie Dishman
Apr 4, 2013: Use of I-STEP books **Person**: Gayle Stafford
May 2, 2013: Use of I-STEP books **Person**: Gayle Stafford
May 2, 2013: Use of I-STEP books **Person**: Stacie Dishman
Jun 30, 2013: Collect spring data: % observed teaching lessons that are aligned with standards. **Person**: Kevin Self
Jun 30, 2013: Collect spring data: % of observed teachers working with small groups **Person**: Kevin Self
Jun 30, 2013: Collect spring data: % of students that bring materials to class each day. **Person**: Stacie Dishman
Jun 30, 2013: Collect spring data: % turning in weekly lesson plans aligned with Indiana Academic Standards. **Person**: Kevin Self
Jun 30, 2013: Collect spring data: %who turn in all homework on a given day. **Person**: Kevin Self
Jun 30, 2013: Collect spring data: Percent of students who bring materials to class on a given day. **Person**: Kevin Self
Jun 30, 2013: Collect spring data: Percent of students who turn in all homework on a given day **Person**: Gayle Stafford
Jun 30, 2013: Collect spring data: Percent of teachers turning in weekly list of students they met with during the week **Person**: Kevin Self

Focused Student Group

Aug 30, 2012: Selection of students for Mentoring **Person**: Gayle Stafford
Nov 1, 2012: Selection of students for Mentoring **Person**: Gayle Stafford
Jan 3, 2013: Selection of students for Mentoring **Person**: Gayle Stafford
Mar 7, 2013: Selection of students for Mentoring **Person**: Gayle Stafford

Greendale Middle School Credit Policy

Aug 1, 2012: Policy discussion **Person**: Kevin Self
Oct 3, 2012: Policy discussion **Person**: Kevin Self
Dec 5, 2012: Policy discussion **Person**: Kevin Self
Feb 6, 2013: Policy discussion **Person**: Kevin Self

Homework Policy for GMS Students

Aug 1, 2012: Policy discussion **Person**: Stacie Dishman
Sep 1, 2012: Homework Policy Data Checks **Person**: Kevin Self
Oct 1, 2012: Homework Policy Data Checks **Person**: Kevin Self

Nov 1, 2012: Homework Policy Data Checks **Person**: Kevin Self

Nov 30, 2012: Collect fall data: % of students who attend in Homework Help on average per week **Person**: Elaine Lockwood

Nov 30, 2012: 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, 2012: Collect fall data: % of students who turn in homework on a given day chosen randomly four times a month **Person**: Stacie Dishman

Nov 30, 2012: Collect fall data: % of teachers following the homework policy in their classroom **Person**: Kevin Self

Nov 30, 2012: Collect fall data: % of teachers that report on homework completion **Person**: Kevin Self

Dec 1, 2012: Homework Policy Data Checks **Person**: Kevin Self

Jan 1, 2013: Homework Policy Data Checks **Person**: Kevin Self

Feb 1, 2013: Homework Policy Data Checks **Person**: Kevin Self

Mar 1, 2013: Homework Policy Data Checks **Person**: Kevin Self

Apr 1, 2013: Homework Policy Data Checks **Person**: Kevin Self

May 1, 2013: Homework Policy Data Checks **Person**: Kevin Self

Jun 30, 2013: Collect spring data: % of students who attend in Homework Help on average per week **Person**: Elaine Lockwood

Jun 30, 2013: 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, 2013: Collect spring data: % of students who turn in homework on a given day chosen randomly four times a month **Person**: Stacie Dishman

Jun 30, 2013: Collect spring data: % of teachers following the homework policy in their classroom **Person**: Kevin Self

Jun 30, 2013: Collect spring data: % of teachers that report on homework completion **Person**: Kevin Self

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

No professional development is needed for this strategy.

Greendale Middle School Credit Policy

No professional development is needed for this strategy.

Homework Policy for GMS Students

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Response to Instruction

RtI Discussions for Language Arts

Brief Description: Teachers will disaggregate data from short cycle assessments along with data from Acuity to make appropriate placements of students into RtI groups.

Intended Participants: Teachers

Dates: Oct 4, 2012; Dec 6, 2012; Feb 7, 2013; Apr 11, 2013

Activity Purpose: Skill Building, Refinement

Activity Format: Action Research

Funding: None Needed

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Rigor Through Intervention

No professional development is needed for this strategy.

I. Focused Academic Area: Language Arts Lab

No professional development is needed for this strategy.

I. Focused Academic Area: Math Lab

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

I. Focused Academic Area: Step-Up to I-STEP--Language Arts

No professional development is needed for this strategy.

I. Focused Academic Area: Step-Up to I-STEP--Mathematics

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

Relationship Report:
Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... 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
- Greendale Middle School Credit Policy
- Homework Policy for GMS Students
- I. Focused Academic Area: Language Arts Lab
- I. Focused Academic Area: Middle School Intervention Program--Mathematics
- I. Focused Academic Area: Math Lab
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- X. Graduation Plan

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
- F. Encourage Rigorous Curriculum: Rigor Through Intervention
- F. Encourage Rigorous Curriculum: Response to Instruction
- I. Focused Academic Area: Step-Up to I-STEP--Language Arts
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- I. Focused Academic Area: Step-Up to I-STEP--Mathematics
- I. Focused Academic Area: Middle School Intervention Program--Mathematics
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

- X. Graduation Plan

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
- F. Encourage Rigorous Curriculum: Rigor Through Intervention
- I. Focused Academic Area: Language Arts Lab
- I. Focused Academic Area: Middle School Intervention Program--Mathematics
- I. Focused Academic Area: Math Lab
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students
- X. Graduation Plan

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:

- F. Encourage Rigorous Curriculum: Response to Instruction
- I. Focused Academic Area: Step-Up to I-STEP--Language Arts
- I. Focused Academic Area: Middle School Intervention Program--Mathematics
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- I. Focused Academic Area: Step-Up to I-STEP--Mathematics
- I. Focused Academic Area: Language Arts Lab
- I. Focused Academic Area: Math Lab
- X. Graduation Plan

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:

- Greendale Middle School Credit Policy
- Positive Behavioral Intervention Model

- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students
- X. Graduation Plan

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:

- Positive Behavioral Intervention Model
- G. Attendance
- I. Focused Academic Area: Middle School Intervention Program--Mathematics
- I. Focused Academic Area: Language Arts Lab
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students
- X. Graduation Plan

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

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
- F. Encourage Rigorous Curriculum: Rigor Through Intervention
- F. Encourage Rigorous Curriculum: Response to Instruction
- I. Focused Academic Area: Language Arts Lab
- I. Focused Academic Area: Math Lab
- I. Focused Academic Area: Step-Up to I-STEP--Language Arts
- I. Focused Academic Area: Middle School Intervention Program--Mathematics
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- I. Focused Academic Area: Step-Up to I-STEP--Mathematics
- X. Graduation Plan

G. Attendance (IN Rules)

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:

- G. Attendance

I. Focused Academic Area (IN Rules)

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
- F. Encourage Rigorous Curriculum: Rigor Through Intervention
- I. Focused Academic Area: Step-Up to I-STEP--Mathematics
- I. Focused Academic Area: Step-Up to I-STEP--Language Arts
- I. Focused Academic Area: Middle School Intervention Program--Mathematics
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- I. Focused Academic Area: Language Arts Lab
- I. Focused Academic Area: Math Lab
- X. Graduation Plan

U. Focused Student Group (IN Rules)

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:

- F. Encourage Rigorous Curriculum: Response to Instruction
- F. Encourage Rigorous Curriculum: Rigor Through Intervention
- I. Focused Academic Area: Math Lab
- I. Focused Academic Area: Middle School Intervention Program - Language Arts
- I. Focused Academic Area: Language Arts Lab

- I. Focused Academic Area: Middle School Intervention Program--Mathematics
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students
- X. Graduation Plan

X. Graduation Plan (IN Rules)

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:

- X. Graduation Plan

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	It is located on the GMS Website: http://www.lburg.k12.in.us/education/school/school.php?sectionid=3&
B. What rules or statutes would you like to waive in order to promote student learning? • Identify the specific statute and and/or rule you wish to waive. • Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. • Explain the benefit to student achievement. • Describe the evaluation process that would be used to measure the success of these strategies.	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, Greendale Middle School has an average attendance of 97.2%. We use rewards to help increase student attendance and also work with the Dearborn County Probation Office for students with chronic absences.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Predictive Acuity testing--Tests students three times per year in math and language arts. In addition, science is tested in 6th grade twice per year along with social studies in 7th grade twice per year. Predictive Algebra Acuity testing--used by students taking algebra I. This test predicts how students will perform on the Algebra ECA. This test is also administered three times per year.

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