

# **School Improvement Plan - 2013-2014**

Generated on June 13, 2013 at 1:13 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:



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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-Making**

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Tammy Gregory - Parent/Guardian
- Elaine Lockwood - School Counselor
- Michael Manford - Teacher
- Ramzi Nuseibeh - Community
- Mike Pratt - Teacher
- Kevin Self - Administrator

## Strategy Chairs

- Stacie Dishman
- Ryan Knigga
- Elaine Lockwood
- Michael Manford
- 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 - Government / 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. Engaging students in critical thinking within the classroom by utilizing project based learning will engage students in their learning and increase their ability to succeed in any situation, be it within school or outside of school. 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.

Technology continues to become an ever increasing part of our society and the workforce in which we are preparing students. Allowing students the use of a one-to-one device within the classroom and demonstrating to students the proper use of technology integrated with the curriculum being taught will help lead to higher engagement. Higher engagement will lead to higher expectations and higher accountability of students. Students deserve to have teachers that are prepared with lessons integrating technology in all aspects of the curriculum.

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 *â*let 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. Students and educators should develop classroom and individual goals for themselves to accomplish in every class throughout the year. 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 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 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. Increasing the number of students completing a year of foreign language at the middle school level should be accomplished.

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 pass all classes: 100%
- % of students who are on A/B Honor Roll: 100%
- % of students who will receive a 4-year college degree: 100%

- % 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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	69.1	72	63.5	72		74		76		78		100

## All Students - All Students Meeting Mastery Grades in Mathematics

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57	64.7	65	60.5	65		68		73		75		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	79.6	80	76.8	80		82		84		86		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	78.2	80.5	79.8	81		83		85		87		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
48	42.3	58	32.5	45		50		55		60		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
33	30.8	38	27.5	35		40		45		50		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	42.3	48	30	40		45		50		55		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
43	50.0	60	30	45		50		55		60		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
34	50.0	58	35	45		50		55		60		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... 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... 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... 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... 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... 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.

## **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 incorporate 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

### 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

### Mentor Monday

On Monday's during our Bengal Den time, students will be partnered in a group of 12 or fewer with one adult from the building. During this time, students will be given a detailed progress report showing their grades for the quarter along with their grades on every assignment turned in. The idea of this is to show students missing assignments, have discussions about assessments, and create a culture of urgency for improving academic performance. All staff members--teachers, administrators, instructional assistants, secretaries, and custodians--are part of this plan.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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

Students will be identified for Rtl intervention based upon attendance, grades, Acuity scores, and I-STEP scores from the previous year. Intervention times will take place during Bengal Den for Tier 2 intervention and during Math Lab and Language Arts Lab for Tier 3 intervention.

**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 - Outside

**Focus:** General

### I. Focused Academic Area: 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.

**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 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.

**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 impact 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 impact 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 Cincinnati 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:** Low Impact

**Focus:** General



# Strategy Data

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

## Local Strategies

### Differentiated Instructional Practices for Mathematics

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of teachers following the homework policy in their classroom

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of teachers that report on homework completion

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Homework assignments not completed

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
85%	100%		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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

### 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of observed teachers working with small groups

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

% observed teaching lessons that are aligned with standards.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

%who turn in all homework on a given day.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of students that bring materials to class each day.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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

**Nov 30, 2013:** 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, 2013:** Collect fall data: % of teachers who turn input lessons into STI every week for entire semester **Person:** Kevin Self

**Jun 30, 2014:** 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, 2014:** Collect spring data: % of teachers who turn input lessons into STI every week for entire semester **Person:** Kevin Self

## Encourage Rigorous Curriculum

**Nov 30, 2013:** Collect fall data: Percent of language arts teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Michael Manford

**Nov 30, 2013:** Collect fall data: Percent of math teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Michael Manford

**May 31, 2014:** % of students in Tier 2 intervention that move to Tier 3 Intervention throughout the school year **Person:** Gayle Stafford

**May 31, 2014:** Number of students who remain in RtI groups throughout the year **Person:** Gayle Stafford

**Jun 30, 2014:** Collect spring data: Percent of language arts teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Michael Manford

**Jun 30, 2014:** Collect spring data: Percent of math teachers who will correctly and consistently identify students with academic skill areas of weakness. **Person:** Michael Manford

## Focused Academic Area

**Feb 15, 2013:** Number of students who move from not passing to passing based on Acuity Data **Person:** Gayle Stafford

**Sep 15, 2013:** % of Students Passing Acuity Test A **Person:** Michael Manford

**Sep 15, 2013:** Number of students passing Acuity Test A **Person:** Stacie Dishman

**Sep 15, 2013:** Number of students who move from not passing to passing based on Acuity Data **Person:** Gayle Stafford

**Sep 15, 2013:** Number of students who move from not passing to passing based on Acuity Data **Person:** Gayle Stafford

**Nov 30, 2013:** Collect fall data: % observed teaching lessons that are aligned with standards. **Person:** Stacie Dishman

**Nov 30, 2013:** Collect fall data: % of observed teachers working with small groups **Person:** Gayle Stafford

**Nov 30, 2013:** Collect fall data: % of students that bring materials to class each day. **Person:** Stacie Dishman

**Nov 30, 2013:** Collect fall data: % turning in weekly lesson plans aligned with Indiana Academic Standards. **Person:** Stacie Dishman

**Nov 30, 2013:** Collect fall data: %who turn in all homework on a given day. **Person:** Stacie Dishman

**Nov 30, 2013:** Collect fall data: Percent of students who bring materials to class on a given day. **Person:** Gayle Stafford

**Nov 30, 2013:** Collect fall data: Percent of students who turn in all homework on a given day **Person:** Gayle Stafford

**Nov 30, 2013:** Collect fall data: Percent of teachers turning in weekly list of students they met with during the week **Person:** Gayle Stafford

**Dec 15, 2013:** % of Students Passing Acuity Test B **Person:** Michael Manford

**Dec 15, 2013:** Number of students passing Acuity Test B **Person:** Stacie Dishman

**Dec 15, 2013:** Number of students who move from not passing to passing based on Acuity Data **Person:** Gayle Stafford

**Dec 15, 2013:** Number of students who move from not passing to passing based on Acuity Data **Person:** Gayle Stafford

**Feb 15, 2014:** % of Students Passing Acuity Test C **Person:** Michael Manford

**Feb 15, 2014:** Number of students passing Acuity Test C **Person:** Stacie Dishman

**Feb 15, 2014:** Number of students who move from not passing to passing based on Acuity Data **Person:** Gayle Stafford  
**Jun 30, 2014:** Collect spring data: % observed teaching lessons that are aligned with standards. **Person:** Stacie Dishman  
**Jun 30, 2014:** Collect spring data: % of observed teachers working with small groups **Person:** Gayle Stafford  
**Jun 30, 2014:** Collect spring data: % of students that bring materials to class each day. **Person:** Stacie Dishman  
**Jun 30, 2014:** Collect spring data: % turning in weekly lesson plans aligned with Indiana Academic Standards. **Person:** Stacie Dishman  
**Jun 30, 2014:** Collect spring data: %who turn in all homework on a given day. **Person:** Stacie Dishman  
**Jun 30, 2014:** Collect spring data: Percent of students who bring materials to class on a given day. **Person:** Gayle Stafford  
**Jun 30, 2014:** Collect spring data: Percent of students who turn in all homework on a given day **Person:** Gayle Stafford  
**Jun 30, 2014:** Collect spring data: Percent of teachers turning in weekly list of students they met with during the week **Person:** Gayle Stafford  
**Jul 15, 2014:** % of Students Passing ISTEP Test **Person:** Michael Manford  
**Jul 15, 2014:** Number of students passing ISTEP **Person:** Stacie Dishman

## Focused Student Group

**Sep 1, 2013:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**Oct 1, 2013:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**Nov 1, 2013:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**Dec 1, 2013:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**Jan 1, 2014:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**Feb 1, 2014:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**Mar 1, 2014:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**Apr 1, 2014:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**May 1, 2014:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**Jun 1, 2014:** Number of students in program with missing assignments **Person:** Gayle Stafford  
**Jul 15, 2014:** Number of students not passing ISTEP from previous year that pass the following year for Language Arts **Person:** Gayle Stafford  
**Jul 15, 2014:** Number of students not passing ISTEP from previous year that pass the following year for Mathematics **Person:** Gayle Stafford

## Homework Policy for GMS Students

**Apr 1, 2013:** Collect baseline data: Homework assignments not completed **Person:** Ryan Knigga  
**Nov 30, 2013:** Collect fall data: % of students who attend in Homework Help on average per week **Person:** Ryan Knigga  
**Nov 30, 2013:** Collect fall data: % of students who bring materials to class on a given day chosen randomly four times a month **Person:** Ryan Knigga  
**Nov 30, 2013:** Collect fall data: % of students who turn in homework on a given day chosen randomly four times a month **Person:** Ryan Knigga  
**Nov 30, 2013:** Collect fall data: % of teachers following the homework policy in their classroom **Person:** Ryan Knigga  
**Nov 30, 2013:** Collect fall data: % of teachers that report on homework completion **Person:** Ryan Knigga  
**Nov 30, 2013:** Collect fall data: Homework assignments not completed **Person:** Ryan Knigga  
**Jun 30, 2014:** Collect spring data: % of students who attend in Homework Help on average per week **Person:** Ryan Knigga  
**Jun 30, 2014:** Collect spring data: % of students who bring materials to class on a given day chosen randomly four times a month **Person:** Ryan Knigga  
**Jun 30, 2014:** Collect spring data: % of students who turn in homework on a given day chosen randomly four times a month **Person:** Ryan Knigga  
**Jun 30, 2014:** Collect spring data: % of teachers following the homework policy in their classroom **Person:** Ryan Knigga  
**Jun 30, 2014:** Collect spring data: % of teachers that report on homework completion **Person:** Ryan Knigga  
**Jun 30, 2014:** Collect spring data: Homework assignments not completed **Person:** Ryan Knigga

## Mentor Monday

**Aug 31, 2013:** % of Students in Monday Mentoring not having missing assignments **Person:** Kevin Self  
**Oct 1, 2013:** % of Students in Monday Mentoring not having missing assignments **Person:** Kevin Self  
**Nov 1, 2013:** % of Students in Monday Mentoring not having missing assignments **Person:** Kevin Self  
**Dec 1, 2013:** % of Students in Monday Mentoring not having missing assignments **Person:** Kevin Self  
**Jan 1, 2014:** % of Students in Monday Mentoring not having missing assignments **Person:** Kevin Self  
**Feb 1, 2014:** % of Students in Monday Mentoring not having missing assignments **Person:** Kevin Self

**Mar 1, 2014:** % of Students in Monday Mentoring not having missing assignments **Person:** Kevin Self  
**Apr 1, 2014:** % of Students in Monday Mentoring not having missing assignments **Person:** Kevin Self  
**May 1, 2014:** % of Students in Monday Mentoring not having missing assignments **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.

## Homework Policy for GMS Students

No professional development is needed for this strategy.

## Mentor Monday

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum: Response to Instruction

No professional development is needed for this strategy.

## 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... 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:

- Mentor Monday
- 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

#### 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:

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

- 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:**

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

## **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:**

- Positive Behavioral Intervention Model
- F. Encourage Rigorous Curriculum: Rigor Through Intervention
- F. Encourage Rigorous Curriculum: Response to Instruction
- 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
- I. Focused Academic Area: Language Arts Lab
- U. Focused Student Group: Mentoring of Special Ed/Free Reduced Students

## **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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Copies of the school curriculum are located in the main office of the Greendale Middle School and in the Superintendent's Office of the Lawrenceburg Community School Corporation</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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	<p>Rules on number of students allowed to take IMAST. At the present time, only 2% of a school's population is allowed to take the IMAST test. This is included in PL-221 criteria for A-F criteria. There are students that are on diploma track currently that are not showing success on tests and quizzes and subject matter due to their disability. The IMAST test is a better indicator of what a student has the ability to know. I feel that our special education students know more than what the ISTEP test is showing that they do.</p>
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	<p>Yes, we will continue to work with parents and students who have poor attendance. We are also partnering with our School Resource Officer to ensure that student attendance is documented. In addition, we will also work with the Dearborn County Prosecutor's Office to use law enforcement's assistance to hold parents accountable for their child's attendance (or lack thereof)</p>
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>PLATO--PLATO is used to assist students we have identified as having some issues with math and language arts. Our Math Lab and Language Arts Lab teachers give students the predictive assessment in each of their respective subject areas. The test prescribes assignments for the students to complete over areas where they need remediation. Acuity--Acuity is given to all students in the Greendale Middle School. Predictive testing is used for Acuity to show how our students are learning the material that is being taught to them over the course of the school year. This data is used to identify students for RtI Level 2 and Level 3. This provides teachers an accurate reading as to their level of preparedness for standardized testing (ISTEP and Algebra Core-40 ECA). Accelerated Math--Teachers use Accelerated Math for the same benefit as Acuity Data; however, this data can be collected more frequently.</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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2015-2016 school year