School Improvement Plan - PL221 Version - 2008-2011

May 20, 2008 21:56:38

Linton-Stockton Jr High Sch (2438)

Linton-Stockton School Corp

Linton, 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

Linton-Stockton Jr High Sch

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

	PL221 REQUIREMENT	Required	Location in this Plan
1	Description and location of curriculum	✔	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✔	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✔	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✔	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✔	Strategy Summary (Strategy C)
	Conclusion – Professional development	✔	Professional Development
5	Goal – Attendance rate	✔	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✔	Academic Goals
	Goals - % graduating (high schools only)	✔	Academic Goals
6	Specific areas where improvement is needed immediately	✔	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✔	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✔	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✔	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✔	Professional Development
11	Statutes and rules to be waived	✔	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✔	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✔	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✔	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learns as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Lori Brown - Community Representative (Business)
- Margo Good - Community Representative
- Lori Hall - School Counselor
- Hobie Harrison - Teacher
- Barbara Kirkman - Teacher
- Jeff Sparks - Administrator
- Tamara Young - Parent/Guardian

Strategy Chairs

- Gene Hall
- Lori Hall
- Hobie Harrison
- Barbara Kirkman
- Aaron Lynn
- ashley mathis
- Jeff Sparks
- Steve Weber

Community Council

- Renee Bredeweg - Teachers Aide
- Rodney Bredeweg - Course Manager
- Lori Brown
- Julia Craft
- Chantel Eaton - Security Guard
- Gregory Eaton - Guard
- Beverly Foglesong
- Kelly Foglesong - Financial Advisor
- Destiny Geatches
- Margo Good - Administrative Asst.
- Lori Hall - Family Advisor
- Roger Hall
- Hobie Harrison - Teacher
- Dianne Johnson
- Barbara Kirkman - Teacher
- Jamie Kocher
- Lori Markle - Teacher
- Jerrells Mary Beth - Banker
- Rachel Padgett
- Mary Poe
- Brent and Chris Sparks - nurse anthestiologist/nurse
- Jeffrey Sparks - Principal
- Tammy Young

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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 deserve to be surrounded by adults who are caring and who believe that the students can achieve and do their personal best. We believe that all students deserve a safe environment and instruction that allows them to do their personal best and allows for personal differences. We believe that all students deserve to learn accountability and responsibility so that their lives will be enriched when these are a part of everyday life. We believe that all students should have access to extra help and guidance with any problems that they encounter. We believe that all students deserve to learn in a caring environment with adults who value education and our youth, and adults expect high achievement from all. All students deserve to learn personal management, listening, social, and behavioral skills. All students deserve to realize that an education is not something that they are given, but achieve. All students deserve to realize that grades are not the goal, but the attainment of knowledge, curiosity about the world around them and creativity is the goal.

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

All adults in our community live by these core convictions and are models for the following attitudes. All educators will display a positive and enthusiastic attitude. Teachers understand work trends and use a variety of teaching methods and strategies. Teachers provide an inviting, encouraging atmosphere, which recognizes individual problems and accomplishments. Teachers will go the extra mile to help students achieve their personal best in all avenues. Teachers provide a safe low-risk environment for all students. Teachers will meet with parents and students as problems arise to keep all informed and to prevent more serious problems from arising. These teachers provide fair and consistent rules for all students and believe that all students can achieve. Parents will be supportive of the school and personnel. Educators will present materials in an interesting fashion and use teaching methods aimed at all students, thus providing for individual differences in learning. Teachers will provide individual help for students. Teachers, parents, and students will work together as a team. All adults in our community are educators. The educators in our community are the parents, guardians, all school corporation employees and community members who educate either formally or by example. Parents will provide a caring and supportive environment for students and teachers.

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

In an environment where these convictions are met all students have high expectations of themselves. They are involved in a curriculum, that is demanding, and they are meeting it with success. Students are on time and doing their personal best. Students are planning their future and working toward graduation. Students show respect towards the staff, parents, and other students. Students enjoy going to school and becoming life-long learners. Students meet with teachers when help is needed and never give up. Students believe that all can achieve, and because of this, exhibit high self-esteem. Students should respect everyone and do their personal best. Students should believe in themselves and see a purpose for school by connecting learning to adulthood. Students are able to listen to instructions, organize their thoughts and carry through with a project.

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

- % of students who pass ISTEP: 100%
- % of students who Reading and writing at grade level: 100%
- % of students who pass all subjects: 100%
- % of students who are promoted: 100%
- % of students who will graduate: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

All Students (126 days) - ISTEP PL221 Category Placement Performance

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	73%	81%	78.6	83%	80.7	85%		86%		87		100

All students - Passing all classes

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
92%	53%	93%	56%	74%	52%now	75%		80%		81		100%

All students taking ISTEP English - % Mastery Of Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71%	61%	73%	63	75%	64	77%		78%		79		100

All students taking ISTEP English in grade 8 - % passing English ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	64%	77%	73	78%	69	79%		80%		81		100

All students taking ISTEP Math in grade 8 - % passing Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	78%	81%	81	83%	82	85%		86%		87		100%

All students with an IEP - % passing English ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	17.4	32	33	35	4	37		39		40		100

All students with an IEP - % passing ISTEP math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	30	32	17	35	22	37		39		40		100

All students with an IEP - % Passing ISTEP Math and Languarge Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
15%	9%	20%	9	30%	9	40%		45%				100

Free/Reduced students - % passing ISTEP math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66%	33%	68%	53	70%	77	72%		74		75		100

Free/Reduced students - % passing ISTEP English

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	17%	58%	67	61%	63	64%		65%		66		100

Male students - % passing ISTEP English

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	57%	72%	67	74%	63.5	76%		78%		79		100

Male students - % passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	81%	86%	83.5	87%	89	89%		90%		91		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Mixed gender classes in middle school make it difficult for boys and girls behave.

There are more boys than girls receiving discipline referrals.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Authentic Assessment/Learning Styles

Teachers will understand and begin basing instruction on student learning styles and authentic assessments based on Indiana Standards through collaboration with a university instructor during the school year. Teachers will meet monthly with the instructor to discuss new methods and to create lesson plans based on these discussions. Teachers will place these new plans on the school's site and the principal will supervise this to make sure that every teacher is trying this. Teachers will report back on the success or failure of these plans during the monthly discussions.

Single Gender Classroom Pilot

In a pilot program targeted average 7th students will be placed by the administration into an all boys class in math and all boys class in social studies. An average group of targeted 8th girls will be placed in an average math class for girls.

Student Accountability

Students who fail ISTEP must meet specific requirements in order to go on to the next grade. Students have to pass math and English and have no more than two trimester F's for the entire year from the other courses besides math and English. Students must have a 95% attendance rate for the year. Students must earn a passing grade for the second semester average in EACH class. Students must not have more than three separate incidents resulting in the following: in-school detention or out of school suspension. Students must demonstrate competency on the Winter Map(NWEA) test by reaching the RIT score determined for each grade. Students who do not meet the previous four items may schedule a conference with a counselor or representative with student and parents. If a student does not meet the above requirements they will be recommended for retention. An exception will be made if a student shows remarkable improvement during the second trimester. There may be a competency test required and/or a review of a principal/teacher committee. Tutors from NWSC Crane will be available two times a week after school for these students. Teachers are available after school for extra help every day for students who need this extra push. Teacher's assistants pull these students out of class for extra help also.

Required Strategies

A. Parent Involvement: Three for Me

The Parent Involvement plan that we will be implementing is called "Three for Me." All Parents will be asked to participate in at least three hours of volunteering, either during school or at after-school functions. Parents can use these activities to build relationships with teachers, staff members and other students and parents, as well as strengthening their relationships with their own children. Beginning with seventh grade orientation and continuing throughout the year unitl eighth grade graduation, parents will be asked to be an active participant in the happenings at Linton-Stockton Junior High School. By using their talents and resources in correlation with the talents and resources of our staff members, parents will be making Linton-Stockton Junior High School an environment that fosters volunteerism and positive relationships.

B. Technology Coordination

Students will have used EXCEL, POWER POINT, PUBLISHER, and WORD in an assignment by the end of the 8th grade year. Students use publisher to create brochures in English and Math. They use EXCEL in math and POWER POINT in science, social studies and use word in all of the classes. POWER POINT is used for presentations and WORD is used for esays and information. EXCEL is used for spreadsheets to gather data and make graphs.

C. Safe and Disciplined Learning Environment

General school rules are published in a student hand book and universal classroom rules are posted and adhered to in each classroom. Consequences are enforced and are uniform.

D. Attendance

We will continue to follow the attendance policy that is working for our school: ATTENDANCE POLICY The Linton-Stockton Junior High School Curriculum is designed so that regular and consistent participation in assigned activities are essential to successful completion of all course. The grades assigned reflect not only the quantity but also the quality of work completed. SIX-DAY QUOTA POLICY 1. A total of six (6) accumulative days is all a student can miss during a trimester. 2. When a student has missed all of their allowable days, any additional absences without a doctorâs excuse will be unexcused and therefore the student will not be able to make up any missed work. STUDENT RESPONSIBILITIES EXCUSED ABSENCES: 1. On the day a student is going to be absent, not pre-arranged, it is the responsibility of the home to contact the school. A parent or guardian should call the school between 8:00 A.M. and 9:00 A.M. We are required by law to know where our students are and to know why they are not in school. If a parent/guardian does not call prior to 9:00 A.M., then the student is assumed truant. Therefore, if we have not heard from the home, school personnel will make an effort to contact the parents at work. A student may make up work missed during an excused absence. However, it is the responsibility of the student to ask each teacher the day he/she returns to school as to what work is to be made up. If the absence is unexcused, any work missed may not be made up. UNEXCUSED ABSENCES: 1. Being truant from school - each class missed because of truancy will count toward the 6-day absence quota per trimester. 2. Being late to class five (5) or more minutes, but upon review of the principal or designee it can be changed to excused. 3. Absence while on suspension, expulsion, or exclusion from school. 4. Returning to school without a note or a call from the parent/guardian. 5. Students who bring forged notes will have their absence(s) unexcused and will be given two days of In-School Detention. NOTIFICATION TO THE GREENE COUNTY CHILD PROTECTION SERVICES AND THE GREENE COUNTY PROSECUTORâS OFFICES During the school year, after 10 days of student absences in any given period, the Greene County Child Protection Services office and the Greene County Prosecutorâs office may be notified. The principal and counselor belong to the Greene County School Attendance Committee which created that letters that will go home to parents on 4,7, and 10 day absences. Students are allowed 6 absences a semester or trimester. Attendance will follow student within the county. Perfect attendance will be for the entire day for the entire school year. Certified attendance are absences that do not count toward the accumulation of days per semester/year, but do count as a day being absent from school (doctor's visit with a statement; family funeral;emergencies, one college visit per semester). Limited are absences that do count toward the accumulation per semester and per year (staying home sick without a doctor's visit, prearranged absences). Unexcused are absences that do count toward the accumulation per semester per year. Students will not receive credit for work missed. Exempt are absences that are prearranged permission to fulfill a state fair obligationl; prearranged permission to serve as a Page in the State Legislature; school-sponsored activity; prearranged permission to work for a candidate on Election Day; court appearances deemed necessary by subpoena. If a student reaches ten absences in one school year a report will be made to Child Protective Services and the Greene County Prosecutor.

G1. Exceptional Learners - Gifted

Students who excel in math are given the opportunity to enroll in Algebra. Students passing the CORE 40 test will receive high school credit in Algebra. Students passing the class, but failing the CORE 40 exam will be given elective credit in the high school. Students who excel in English are also given the opportunity to be in an advanced English class, but credit is not given. In 7th grade, English students who excel are in advanced English and in math, are in pre-algebra. Students in the 7th grade are not given high school credit.

G2. Exceptional Learners - Special Education: Basic Skills

Special education students who have failed ISTEP will have the opportunity to receive extra English and math help for remediation. This will apply to students with an IEP. The extra help will be an attempt for the community to help after school. NWEA tests will be given and improvement will be measured. Special education students receive remediation by signing up to work with tutors from Crane twice a week after school. Teachers also are available after school. Students will also be part of a pull-out program and have one-on-one for ISTEP testing.

H. Cultural Competency: Diversity - Mix It Up Day

Students are taught diversity of all social classes during November and continued once in the spring through Mix-It Up. Students sit with different groups during lunch and are given conversation starters to talk with other students. This is done twice a year and it is also followed up during character education activities for the month. In our school, this will help our students appreciate students different from themselves including special education and low-income students.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

Authentic Assessment/Learning Styles

Professional Development Activity	Funding	Activity Purpose
Monthly meetings for authentic assessment/learning	Source: None needed Amount: $0	Information Skill Building Feedback/Support Refinement
Brief Description	**Intended Participants**	**Activity Format**
Teachers will meet to collarborate on authentic assessment/learning styles and ways to initiate in the classroom. Teachers will have articles from the internet to help with this.	Teachers Administrators Students	Talk to Presentation/Workshop Study Group Peer Coaching Collaborative Problem Solving

Single Gender Classroom Pilot

Professional Development Activity	Funding	Activity Purpose
Articles and presentation	Source: none needed Amount: $0	Information Feedback/Support
Brief Description	**Intended Participants**	**Activity Format**
The teachers will meet with the teamsto discuss successes and teachers will meet regularly to check progress. Teachers will read articles and have discussions to problem solve.	Teachers Administrators Students	Talk to Presentation/Workshop Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
Collaboration	Source: None needed Amount: $0	Information Feedback/Support
Brief Description	**Intended Participants**	**Activity Format**
Teachers wil meet to collaborate on the single gender classes. Teachers will discuss what are problems and problem-solving.	Teachers Administrators Students	Talk to Study Group Collaborative Problem Solving

A. Parent Involvement: Three for Me

Professional Development Activity	Funding	Activity Purpose
parent involvement/"Three for Me"	Source: none needed Amount: $0	Information Feedback/Support
Brief Description	**Intended Participants**	**Activity Format**
The parent involvement plan that we will be implementing is called "Three for Me." All parents will be asked to participate in at least three hous of vokunteering, either during school or at after-school functions. Parents can use these activities to build relationships with teachers, staff members, students, and other parents, as well as strengthening their relationships with their own children. Beginning with seventh grade orientation and continuing throughout the year until eighth grade graduation, parents will be asked to be an active participant in the happenings at Linton-Stockton Junior High. By using their talents and resources in correlation with the talents and resources of our staff members, parents will be making Linton-Stockton Junior High an environment that fostters volunteerism and positive relationships.	Teachers Counselors Administrators Parents Community Members Students	Talk to

G2. Exceptional Learners - Special Education: Basic Skills

No professional development is needed for this strategy.

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Mixed gender classes in middle school make it difficult for boys and girls behave.

Data Targets Influenced by This Concern:

- All students -- Passing all classes
- All students taking ISTEP English -- % Mastery Of Reading Comprehension
- All students taking ISTEP English in grade 8 -- % passing English ISTEP
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP
- All students with an IEP -- % Passing ISTEP Math and Languarge Arts
- Free/Reduced students -- % passing ISTEP math
- Free/Reduced students -- % passing ISTEP English
- Male students -- % passing ISTEP English
- Male students -- % passing ISTEP Math

Strategies to Impact This Concern:

- Single Gender Classroom Pilot

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing all classes
- All students taking ISTEP English -- % Mastery Of Reading Comprehension
- All students taking ISTEP English in grade 8 -- % passing English ISTEP
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP
- All students with an IEP -- % Passing ISTEP Math and Languarge Arts
- Free/Reduced students -- % passing ISTEP math
- Free/Reduced students -- % passing ISTEP English
- Male students -- % passing ISTEP English
- Male students -- % passing ISTEP Math

Strategies to Impact This Concern:

- A. Parent Involvement: Three for Me

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing all classes

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing all classes

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing all classes

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All students taking ISTEP English -- % Mastery Of Reading Comprehension
- All students taking ISTEP English in grade 8 -- % passing English ISTEP
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All students with an IEP -- % passing English ISTEP
- All students with an IEP -- % passing ISTEP math
- All students with an IEP -- % Passing ISTEP Math and Languarge Arts

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Basic Skills

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing all classes
- All students with an IEP -- % Passing ISTEP Math and Languarge Arts
- Free/Reduced students -- % passing ISTEP math
- Free/Reduced students -- % passing ISTEP English
- Male students -- % passing ISTEP English
- Male students -- % passing ISTEP Math

Strategies to Impact This Concern:

- H. Cultural Competency: Diversity - Mix It Up Day

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	in the office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP, NWEA testing is given to all grades	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Authentic Assessment/Learning Styles

Aug 16, 2008: Each student will be given a learning style inventory in English Class in the 7th and 8th grade
    Person: Bev Krieg/Kay Sullivan
    Activity: Learning Styles Inventory

Aug 29, 2008: Teachers will report findings by a spread sheet to all teachers listing 1st,2nd, and 3rd learning styles by strengths
    Person: Bev Krieg/Kay Sullivan and a teacher's aide
    Activity: Learning Styles Inventory

Sep 9, 2008: Teachers meet with the intructor
    Person: Jeff Sparks
    Activity: Monthly meetings for authentic assessment/learning

Sep 21, 2008: Teachers will use the learning styles inventories of each student to create lesson plans implementing those learning styles
    Person: Jeff Sparks
    Activity: Learning Styles Inventory

Sep 23, 2008: Teachers will use the inventories to create lesson plans with different authentic assessments
    Person: Jeff Sparks
    Activity: Authentic Assessment

Sep 30, 2008: Lesson plans
    Person: Jeff Sparks
    Activity: Collect baseline data

Oct 14, 2008: Teachers meet with the intructor
    Person: Jeff Sparks
    Activity: Monthly meetings for authentic assessment/learning

Nov 9, 2008: Teachers create lesson plans based on instruction
    Person: Teachers
    Activity: Monthly meetings for authentic assessment/learning

Nov 10, 2008: Teachers meet with the intructor
    Person: Jeff Sparks
    Activity: Monthly meetings for authentic assessment/learning

Nov 17, 2008: Lesson plans
    Person: Jeff Sparks
    Activity: Collect first semester/trimester follow up data

Nov 22, 2008: Teachers will use the learning styles inventories of each student to create lesson plans implementing those learning styles
    Person: Jeff Sparks
    Activity: Learning Styles Inventory

Nov 24, 2008: Teachers will use the inventories to create lesson plans with different authentic assessments
    Person: Jeff Sparks
    Activity: Authentic Assessment

Dec 9, 2008: Teachers meet with the intructor
    Person: Jeff Sparks
    Activity: Monthly meetings for authentic assessment/learning

Jan 6, 2009: Teachers meet with the intructor
    Person: Jeff Sparks
    Activity: Monthly meetings for authentic assessment/learning

Jan 24, 2009: Teachers will use the learning styles inventories of each student to create lesson plans implementing those learning styles
    Person: Jeff Sparks
    Activity: Learning Styles Inventory

Jan 26, 2009: Teachers will use the inventories to create lesson plans with different authentic assessments
    Person: Jeff Sparks
    Activity: Authentic Assessment

Feb 10, 2009: Teachers meet with the intructor
    Person: Jeff Sparks
    Activity: Monthly meetings for authentic assessment/learning

Mar 10, 2009: Teachers meet with the intructor
    Person: Jeff Sparks
    Activity: Monthly meetings for authentic assessment/learning

Mar 28, 2009: Teachers will use the learning styles inventories of each student to create lesson plans implementing those learning styles
    Person: Jeff Sparks
    Activity: Learning Styles Inventory

Mar 30, 2009: Teachers will use the inventories to create lesson plans with different authentic assessments
    Person: Jeff Sparks
    Activity: Authentic Assessment

Apr 14, 2009: Teachers meet with the intructor
    Person: Jeff Sparks
    Activity: Monthly meetings for authentic assessment/learning

May 20, 2009: Lesson plans
    Person: Jeff Sparks
    Activity: Collect final semester/trimester follow up data

Exceptional Learners - Special Education

May 20, 2008: Crane will be contacted and tutors set-up
    Person: Barbara Kirkman
    Activity: Tutoring

Aug 18, 2008: Letters will be sent home to parents
    Person: Barbara Kirkman
    Activity: Tutoring

Aug 30, 2008: Sign-up sheet will be created
    Person: Barbara Kirkman
    Activity: Tutoring

Sep 28, 2008: Percentage of students who meet the NWEA cutoff score
    Person: Hobie Harrison
    Activity: Collect baseline data

Sep 28, 2008: Teachers will recommend students who need to sign-up
    Person: Teachers
    Activity: Tutoring

Nov 8, 2008: Teachers will recommend students who need to sign-up
    Person: Teachers
    Activity: Tutoring

Nov 20, 2008: Math facts class willl be offered for all three tri-mesters
    Person: Brooke French
    Activity: Tutoring

Nov 25, 2008: Percentage of students who meet with a tutor/teacher after school
    Person: Hobie Harrison
    Activity: Collect first semester/trimester follow up data

Nov 27, 2008: Pull-out program will start
    Person: Brooke French
    Activity: Tutoring

Dec 20, 2008: Teachers will recommend students who need to sign-up
    Person: Teachers
    Activity: Tutoring

Jan 22, 2009: Math facts class willl be offered for all three tri-mesters
    Person: Brooke French
    Activity: Tutoring

Jan 31, 2009: Teachers will recommend students who need to sign-up
    Person: Teachers
    Activity: Tutoring

Mar 14, 2009: Teachers will recommend students who need to sign-up
    Person: Teachers
    Activity: Tutoring

Mar 26, 2009: Math facts class willl be offered for all three tri-mesters
    Person: Brooke French
    Activity: Tutoring

Apr 25, 2009: Teachers will recommend students who need to sign-up
    Person: Teachers
    Activity: Tutoring

May 25, 2009: Percentage of students who have met with tutor/teacher
    Person: Hobie Harrison
    Activity: Collect final semester/trimester follow up data

May 28, 2009: Percentage of students whose scores have increased
    Person: Hobie Harrison
    Activity: Collect final semester/trimester follow up data

Parent Involvement

May 20, 2008: Collect data sheet on parent involvement at the end of the 3rd trimester.
    Person: Ashley mathis
    Activity: Collect data sheets at the end of the trimester.

Aug 1, 2008: Staff awareness on the program.
    Person: Ashley Mathis
    Activity: parent involvement/"Three for Me"

Aug 1, 2008: Staff input of the program.
    Person: Kay Sullivan
    Activity: parent involvement/"Three for Me"

Aug 1, 2008: Survey parents about their involvement in the school at seventh grade orientation.
    Person: Ashley Mathis
    Activity: Three for Me Parent Involvement Survey

Aug 1, 2008: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

Aug 8, 2008: Let parents know what will count as volunteering at the school.
    Person: Lori Hall
    Activity: Informing the parents of the "Three for Me" program.

Aug 8, 2008: Make parents aware of the "Three for Me" program.
    Person: Lori Hall
    Activity: Informing the parents of the "Three for Me" program.

Aug 15, 2008: Three for Me parent involvement survey.
    Person: Lori Hall
    Activity: Collect baseline data

Aug 31, 2008: Tally Results from the survey.
    Person: Ashley Mathis
    Activity: Collect baseline data

Sep 1, 2008: Tally Surveys.
    Person: Ashley Mathis
    Activity: Three for Me Parent Involvement Survey

Sep 1, 2008: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

Oct 1, 2008: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

Nov 1, 2008: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

Nov 7, 2008: Collect data sheets on parent involvement at the end of the First trimester.
    Person: Ashley Mathis
    Activity: Collect data sheets at the end of the trimester.

Dec 1, 2008: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

Jan 1, 2009: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

Feb 1, 2009: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

Feb 12, 2009: Collect Data Sheets on parent invovlement at the end of the second Trimester.
    Person: Ashley Mathis
    Activity: Collect data sheets at the end of the trimester.

Mar 1, 2009: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

Apr 1, 2009: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

May 1, 2009: Collect spreedsheets.
    Person: Brooke French
    Activity: Collect final semester/trimester follow up data

May 1, 2009: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

May 5, 2009: Tally results.
    Person: Ashley Mathis
    Activity: Collect final semester/trimester follow up data

May 15, 2009: Present pre- and post- data.
    Person: Ashley Mathis
    Activity: Collect final semester/trimester follow up data

Jun 1, 2009: Create a spreedsheet to track involvement.
    Person: Brooke French
    Activity: Tracking parent involvement.

Single Gender Classroom Pilot

Aug 7, 2008: Schedule math class in the 8th grade
    Person: Barb Kirkman
    Activity: Scheduling

Aug 7, 2008: Scheduling of 8th grade students
    Person: Barbara Kirkman
    Activity: Scheduling

Aug 7, 2008: Scheduling of classes for math and social studies in the 7th grade
    Person: Barb Kirkman
    Activity: Scheduling

Aug 12, 2008: Books on single gender classroom
    Person: Barbara Kirkman
    Activity: Articles and presentation

Aug 20, 2008: Pre-survey
    Person: Barb Kirkman
    Activity: Collect baseline data

Sep 28, 2008: Will meet once a month to discuss strengths and weaknesses of the pilot
    Person: Barb Kirkman/Hobie Harrison
    Activity: Collaboration

Oct 28, 2008: Will meet once a month
    Person: Barb Kirkman/Hobie Harrison
    Activity: Collaboration

Nov 22, 2008: Survey
    Person: Barb Kirkman
    Activity: Collect first semester/trimester follow up data

Nov 27, 2008: Magazine Articles pertaining to single-gender classrooms
    Person: Hobie Harrison
    Activity: Articles and presentation

Nov 28, 2008: Will meet once a month
    Person: Barb Kirkman/Hobie Harrison
    Activity: Collaboration

Nov 28, 2008: Percentage of student discipline referrals
    Person: Hobie Harrison
    Activity: Discipline Referals

Dec 28, 2008: Will meet once a month
    Person: Barb Kirkman/Hobie Harrison
    Activity: Collaboration

Jan 28, 2009: Will meet once a month
    Person: Barb Kirkman/Hobie Harrison
    Activity: Collaboration

Feb 28, 2009: Will meet once a month
    Person: Barb Kirkman/Hobie Harrison
    Activity: Collaboration

Feb 28, 2009: Percentage of discipline referrals
    Person: Hobie Harrison
    Activity: Discipline Referals

Mar 28, 2009: Will meet once a month
    Person: Barb Kirkman/Hobie Harrison
    Activity: Collaboration

Apr 28, 2009: Will meet once a month
    Person: Barb Kirkman/Hobie Harrison
    Activity: Collaboration

May 2, 2009: Percentage of discipline referrals
    Person: Hobie Harrison
    Activity: Discipline Referals

May 19, 2009: Follow up survey
    Person: Barb Kirkman
    Activity: Collect final semester/trimester follow up data

May 20, 2009: Presentation to staff
    Person: Hobie Harrison/Barbara Kirkman
    Activity: Articles and presentation

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	First Year Schools	**Second Year Schools**	**Third Year and Beyond Schools**
Oct	Session 1: Getting Started *Local Mtgs: Rationale for Change*	New Steering Team Member (optional) Session 1: Improvement Plan Implementation	New Steering Team Member (optional) Session 1: Kick-Off / Monitoring / Mentoring
Nov	Session 2 Visioning Tech Training 1 (two people per school) *Local Mtgs: Visioning*	Tech Training 1 (optional) *Local Mtgs – SIP Implementation Roles & Responsibilities*	Tech Training 1 (optional) *Local Mtgs – SIP Implementation Roles & Responsibilities*
Dec	Session 3: Achievement Data Analysis *Local Mtgs: Achievement Data Targets*		Session 2: SIP Evaluation & Revision *Local Mtgs: Sch. Imp. Plan Revision*
Jan	Session 4: Areas of Concern & Research Assignments *Local Mtgs: Areas of Concern*	Session 2: SIP Review & Revision *Local Mtgs: Sch. Imp. Plan Revision*	
Jan 31	Session 5: InSAI Conference on Learning *Strategy Research Group Meetings: Local Mtgs – Strategy Selection*	InSAI Conference on Learning (optional)	InSAI Conference on Learning (optional)
Feb / Mar	Session 6: (strategy chairs only) Strategy Plans Tech Training 2 (two people per school) *Strategy Task Force Mtg – Strategy Plans*	Session 3 (strategy chairs only): Writing Strategy Plans Tech Training 2 (optional) *Strategy Committees – Strategy Plans*	Session 3: (strategy chairs only): Writing Strategy Plans Tech Training 2 (optional) *Strategy Committees – Strategy Plans*
Apr	*1st Fri. in April: All submissions due online*	*1st Fri. in April: All submissions due online*	*1st Fri. in April: All submissions due online*
	Session 7: Strategy Plan Review: One hour individual appointment	Session 4: Strategy Plan Review: One hour individual appointment	Session 4: Strategy Plan Review: One hour individual appointment
May	*1st Fri in May: Revisions due online* *3rd Fri in May: Schools mail hardcopies* *(after status of all submissions is "meets criteria")*	*1st Fri in May: Revisions due online* *3rd Fri in May: Schools mail hardcopies* *(after status of all submissions is "meets criteria")*	*1st Fri in May: Revisions due online* *3rd Fri in May: Schools mail hardcopies* *(after status of all submissions is "meets criteria")*