

School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:34:10

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 learners 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

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

Strategy Chairs

- Gene Hall
- Hobie Harrison
- Barbara Kirkman
- Beverly Krieg
- Aaron Lynn
- ashley mathis
- Kimberly Porter
- Jeff Sparks
- Julie Sparks

Community Council

- Margo Good - Administrative Asst.
- Lori Hall - Family Advisor
- Roger Hall
- Hobie Harrison - Teacher
- Janet Hazelwood
- Mary Beth Jerrells - Banker
- Barbara Kirkman - Teacher
- Jamie Kocher
- Bette MENG - Counselor Secretary/Funeral HOME
- Misty Nelson
- Cheri Slover
- Jeffrey Sparks - Principal
- Tammy Swihart
- 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 - % Mastery of Literary Response (average of raw numbers from seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
0	0	0	0	0	0	50		55		60		100

All students - Passing all classes(average of raw numbers from seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
93%	56%	74%	52%	75%		70%		72%		73%		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	78.6%	83%	76.8%	85%	81.8%	80%		81%		83%		100

All students taking ISTEP English - % Mastery Of Reading Comprehension(average of raw numbers from seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	63	75%	64	77%	71%	72%		73%		75%		100

All students taking ISTEP English in grade 8 - % passing English ISTEP (AYP data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77%	73	78%	69	79%	71%	72%		74%		75%		100

All students taking ISTEP Math in grade 8 - % passing Math ISTEP(AYP data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	81	83%	82	85%	92.4	86%		87%		88%		100%

All students with an IEP - % passing English ISTEP(AYP data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
32	33	35	4	37		39		40		42		100

All students with an IEP - % passing ISTEP math(AYP data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
32	17	35	22	37		39		40		41		100

Free/Reduced students - % passing ISTEP math (AYP data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68%	53	70%	77	72%		74		75		76		100

Free/Reduced students - % passing ISTEP English(AYP data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58%	67	61%	63	64%		65%		66		67		100

Male students - % passing ISTEP English (AYP data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	67	74%	63.5	76%		78%		79		80		100

Male students - % passing ISTEP Math (AYP data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86%	83.5	87%	89	89%		90%		91		92		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.

Concern: Reading at grade level

Lexile scores show that the student population is reading below grade level and sometimes at 3rd grade level and students are in 7th and 8th grade

Concern: Students need extra time/extra help

Data from the school indicates that students are failing classes at a high rate. 69 of 210 are possible retentions for next year due to our accountability policy.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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 Mr. Sparks, principal, during the school year. Teachers will meet monthly with the principal 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. Students will be assessed using different techniques and also teachers will use a variety of learning styles in the classroom for the students.

Study Table —

All students receiving a failing grade in any subject on a six week or semester report card will be required to attend study tables for that particular teacher at least twice per week for the next six weeks. This will continue until the student receives a passing grade on a six week or semester report card.

Required Strategies

F. Encourage Rigorous Curriculum: 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.

F. Encourage Rigorous Curriculum: Teaching academic standards —

All teachers will use the Indiana Academic Standards as basis for their lessons. This will be measured in lesson plans and standard based assessments.

I. Focused Academic Area: Individualized Reading Program —

A pull-out reading program consisting of thirty -minutes will be taught by a teacher's aide on a daily basis. Seventh grade students who have a low lexile reading score and selected by teachers will be required to attend the reading program .The students will be taken out of their elective courses or from their Language Arts class. Students will remain in the reading program until their lexile score has increased two grade levels.

I. Focused Academic Area: Study Skills —

Seventh grade students who are not performing basic reading, writing, and math skills at grade level will be enrolled in study skills. Study skills will be taught by a licensed teacher who has experience in remediation programs. Students will be enrolled in study skills for one trimester (12 weeks) to improve their basic skills. If, at the end of the 12 weeks, a student has shown no sign of improvement, the student will be considered for re-enrollment in the course

U. Focused Student Group: Improving Free and Reduced Students math skills —

In order to improve the math skills of the free and reduced lunch students at Linton Stockton Junior High, we will be offering extra math assistance. Students will be using Study Island, an online program designed to help them work at their own level to improve their math skills. Math teachers will be required to use the program once a week in their class. Students will be able to stay after school two days a week to work on the program. Students will also be able to access the program from any computer, so they will be able to work on it at home.

U. Focused Student Group: Single Gender Classroom Pilot —

This program will reduce discipline with the boys and girls. This program will be scheduled so that only social studies 7th and math 8th will be affected by the program. Average 7th students will be placed by the administration into an all boys class in social studies ONLY!!!. An average group of 8th girls will be placed in an average math class for girls ONLY!!! By separating the students into boys and girls, the discipline reports will decrease with both groups.

U. Focused Student Group: Special Education —

Special education students who have failed ISTEP will have the opportunity to receive extra 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 once 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. Special Education students will only work with math at this time, unless we find a volunteer for English/reading.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator’s knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Authentic Assessment/Learning Styles

Professional Development Activity	Funding	Activity Purpose
<i>Monthly meetings</i>	Source: internet Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Authentic Assessment articles and samples	Teachers Counselors Administrators	Presentation/Workshop Study Group Peer Coaching Professional Reading Collaborative Problem Solving

Study Table

No professional development is needed for this strategy.

I. Focused Academic Area: Individualized Reading Program

Professional Development Activity	Funding	Activity Purpose
<i>Attend Reading Workshop</i>	Source: Professional Development School Fund Amount: \$200.00	Skill Building
Brief Description	Intended Participants	Activity Format
Reading Aide will attend a reading workshop in September.	Other	Presentation/Workshop

I. Focused Academic Area: Study Skills

Professional Development Activity	Funding	Activity Purpose
<i>Training for Study Skills Teacher</i>	Source: Study skills program Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Study Island Training by representative	Teachers Parents Students	Presentation/Workshop

U. Focused Student Group: Improving Free and Reduced Students math skills

Professional Development Activity	Funding	Activity Purpose
<i>Training for the program</i>	Source: Study Island Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Math staff will be trained on how to use Study Island in the classroom.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Math teacher meeting</i>	Source: Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Math staff will meet to talk about how the program is being used in their class and how it is affecting the students achievement.	Teachers Administrators	Talk to

U. Focused Student Group: Single Gender Classroom Pilot

No professional development is needed for this strategy.

U. Focused Student Group: Special Education

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(average of raw numbers from seat data)
- All students taking ISTEP English -- % Mastery Of Reading Comprehension(average of raw numbers from seat data)
- All students taking ISTEP English in grade 8 -- % passing English ISTEP (AYP data)
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP(AYP data)
- Free/Reduced students -- % passing ISTEP math (AYP data)
- Free/Reduced students -- % passing ISTEP English(AYP data)
- Male students -- % passing ISTEP English (AYP data)
- Male students -- % passing ISTEP Math (AYP data)

Strategies to Impact This Concern:

- U. Focused Student Group: Single Gender Classroom Pilot

Concern: Reading at grade level

Data Targets Influenced by This Concern:

- All Students -- % Mastery of Literary Response (average of raw numbers from seat data)
- All students -- Passing all classes(average of raw numbers from seat data)
- All students taking ISTEP English -- % Mastery Of Reading Comprehension(average of raw numbers from seat data)
- All students taking ISTEP English in grade 8 -- % passing English ISTEP (AYP data)
- All students with an IEP -- % passing English ISTEP(AYP data)
- Free/Reduced students -- % passing ISTEP English(AYP data)
- Male students -- % passing ISTEP English (AYP data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Individualized Reading Program
- U. Focused Student Group: Special Education

Concern: Students need extra time/extra help

Data Targets Influenced by This Concern:

- All students -- Passing all classes(average of raw numbers from seat data)

Strategies to Impact This Concern:

- Authentic Assessment/Learning Styles
- Study Table

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All students -- Passing all classes(average of raw numbers from seat data)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance(PL221 data)
- All students taking ISTEP English in grade 8 -- % passing English ISTEP (AYP data)
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP(AYP data)

Strategies to Impact This Concern:

- Study Table
- F. Encourage Rigorous Curriculum: Teaching academic standards
- F. Encourage Rigorous Curriculum: Student Accountability

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Students -- % Mastery of Literary Response (average of raw numbers from seat data)
- All students -- Passing all classes(average of raw numbers from seat data)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance(PL221 data)
- All students taking ISTEP English -- % Mastery Of Reading Comprehension(average of raw numbers from seat data)
- All students taking ISTEP English in grade 8 -- % passing English ISTEP (AYP data)
- All students with an IEP -- % passing English ISTEP(AYP data)
- Free/Reduced students -- % passing ISTEP English(AYP data)
- Male students -- % passing ISTEP English (AYP data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Study Skills
- I. Focused Academic Area: Individualized Reading Program

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All students taking ISTEP English in grade 8 -- % passing English ISTEP (AYP data)
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP(AYP data)
- All students with an IEP -- % passing English ISTEP(AYP data)
- All students with an IEP -- % passing ISTEP math(AYP data)
- Free/Reduced students -- % passing ISTEP math (AYP data)
- Free/Reduced students -- % passing ISTEP English(AYP data)
- Male students -- % passing ISTEP English (AYP data)
- Male students -- % passing ISTEP Math (AYP data)

Strategies to Impact This Concern:

- U. Focused Student Group: Single Gender Classroom Pilot
- U. Focused Student Group: Improving Free and Reduced Students math skills
- U. Focused Student Group: Special Education

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+:	NWEA testing is standardized testing	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

May 25, 2003: Survey Students on authentic assessment

Person: Jeff Sparks

Activity: Collect baseline data

May 25, 2009: Lesson Plans

Person: Jeff Sparks

Activity: Collect baseline data

Aug 18, 2009: Discussion of success or failure

Person: Teachers

Activity: Monthly meetings

Aug 18, 2009: Discussion on student learning styles

Person: Jeff Sparks

Activity: Monthly meetings

Aug 18, 2009: Discussions on authentic assessment

Person: Jeff Sparks

Activity: Monthly meetings

Aug 18, 2009: Staff meeting with Mr. Sparks, principal

Person: Jeff Sparks

Activity: Monthly meetings

Aug 28, 2009: Students will be given learning styles inventory

Person: All teachers

Activity: Student learning styles inventory

Aug 28, 2009: Students will grade learning styles inventory

Person: all students

Activity: Student learning styles inventory

Sep 15, 2009: Discussion of success or failure

Person: Teachers

Activity: Monthly meetings

Sep 15, 2009: Discussion on student learning styles

Person: Jeff Sparks

Activity: Monthly meetings

Sep 15, 2009: Discussions on authentic assessment

Person: Jeff Sparks

Activity: Monthly meetings

Sep 15, 2009: Staff meeting with Mr. Sparks, principal

Person: Jeff Sparks

Activity: Monthly meetings

Sep 20, 2009: Examples of Authentic Assessment

Person: Jeff Sparks

Activity: Authentic Assessment

- Sep 20, 2009:** Teacher meeting on definition of Authentic Assessment
Person: Jeff Sparks
Activity: Authentic Assessment
- Oct 16, 2009:** First Authentic assessment pre-approved
Person: Jeff Sparks
Activity: Authentic Assessment
- Oct 18, 2009:** Teachers will use 5 authentic assessments
Person: teachers
Activity: Authentic Assessments
- Oct 20, 2009:** Discussion of success or failure
Person: Teachers
Activity: Monthly meetings
- Oct 20, 2009:** Discussion on student learning styles
Person: Jeff Sparks
Activity: Monthly meetings
- Oct 20, 2009:** Discussions on authentic assessment
Person: Jeff Sparks
Activity: Monthly meetings
- Oct 20, 2009:** Staff meeting with Mr. Sparks, principal
Person: Jeff Sparks
Activity: Monthly meetings
- Nov 17, 2009:** Discussion of success or failure
Person: Teachers
Activity: Monthly meetings
- Nov 17, 2009:** Discussion on student learning styles
Person: Jeff Sparks
Activity: Monthly meetings
- Nov 17, 2009:** Discussions on authentic assessment
Person: Jeff Sparks
Activity: Monthly meetings
- Nov 17, 2009:** Staff meeting with Mr. Sparks, principal
Person: Jeff Sparks
Activity: Monthly meetings
- Nov 20, 2009:** Lesson plans
Person: Jeff Sparks
Activity: Collect first semester/trimester follow up data
- Nov 21, 2009:** Authentic assessment survey of students
Person: Jeff Sparks
Activity: Collect first semester/trimester follow up data
- Nov 25, 2009:** Teachers will use learning styles to adapt 5 lesson plans to students inventory
Person: teachers
Activity: Lesson plans
- Dec 15, 2009:** Discussion of success or failure
Person: Teachers
Activity: Monthly meetings

Dec 15, 2009: Discussion on student learning styles
Person: Jeff Sparks
Activity: Monthly meetings

Dec 15, 2009: Discussions on authentic assessment
Person: Jeff Sparks
Activity: Monthly meetings

Dec 15, 2009: Staff meeting with Mr. Sparks, principal
Person: Jeff Sparks
Activity: Monthly meetings

Dec 20, 2009: Teachers will use 5 authentic assessments
Person: teachers
Activity: Authentic Assessments

Jan 19, 2010: Discussion of success or failure
Person: Teachers
Activity: Monthly meetings

Jan 19, 2010: Discussion on student learning styles
Person: Jeff Sparks
Activity: Monthly meetings

Jan 19, 2010: Discussions on authentic assessment
Person: Jeff Sparks
Activity: Monthly meetings

Jan 19, 2010: Staff meeting with Mr. Sparks, principal
Person: Jeff Sparks
Activity: Monthly meetings

Jan 27, 2010: Teachers will use learning styles to adapt 5 lesson plans to students inventory
Person: teachers
Activity: Lesson plans

Feb 16, 2010: Authentic assessments student survey
Person: Jeff Sparks
Activity: Collect final semester/trimester follow up data

Feb 16, 2010: Lesson Plans
Person: Jeff Sparks
Activity: Collect final semester/trimester follow up data

Feb 16, 2010: Discussion of success or failure
Person: Teachers
Activity: Monthly meetings

Feb 16, 2010: Discussion on student learning styles
Person: Jeff Sparks
Activity: Monthly meetings

Feb 16, 2010: Discussions on authentic assessment
Person: Jeff Sparks
Activity: Monthly meetings

Feb 16, 2010: Staff meeting with Mr. Sparks, principal
Person: Jeff Sparks
Activity: Monthly meetings

Feb 21, 2010: Teachers will use 5 authentic assessments
Person: teachers
Activity: Authentic Assessments

Mar 16, 2010: Discussion of success or failure
Person: Teachers
Activity: Monthly meetings

Mar 16, 2010: Discussion on student learning styles
Person: Jeff Sparks
Activity: Monthly meetings

Mar 16, 2010: Discussions on authentic assessment
Person: Jeff Sparks
Activity: Monthly meetings

Mar 16, 2010: Staff meeting with Mr. Sparks, principal
Person: Jeff Sparks
Activity: Monthly meetings

Mar 31, 2010: Teachers will use learning styles to adapt 5 lesson plans to students inventory
Person: teachers
Activity: Lesson plans

Apr 20, 2010: Discussion of success or failure
Person: Teachers
Activity: Monthly meetings

Apr 20, 2010: Discussion on student learning styles
Person: Jeff Sparks
Activity: Monthly meetings

Apr 20, 2010: Discussions on authentic assessment
Person: Jeff Sparks
Activity: Monthly meetings

Apr 20, 2010: Staff meeting with Mr. Sparks, principal
Person: Jeff Sparks
Activity: Monthly meetings

Apr 25, 2010: Teachers will use 5 authentic assessments
Person: teachers
Activity: Authentic Assessments

May 18, 2010: Discussion of success or failure
Person: Teachers
Activity: Monthly meetings

May 18, 2010: Discussion on student learning styles
Person: Jeff Sparks
Activity: Monthly meetings

May 18, 2010: Discussions on authentic assessment
Person: Jeff Sparks
Activity: Monthly meetings

May 18, 2010: Staff meeting with Mr. Sparks, principal
Person: Jeff Sparks
Activity: Monthly meetings

Focused Academic Area

- ✓ **Apr 1, 2009:** Collect initial data.
Person: Brooke French
Activity: Collect baseline data

- May 1, 2009:** Examine and gather data on incoming seventh graders, such as Northwest Test scores and ISTEP scores
Person: Brooke French
Activity: Data Collection and Placement

- May 10, 2009:** Create a list of potential students who will be enrolled in Study Skills.
Person: Brooke French
Activity: Data Collection and Placement

- May 10, 2009:** Give parents a chance to ask questions and receive answers on Study Skills class.
Person: Jeffrey Sparks
Activity: Study Skills Parent Presentation

- May 10, 2009:** Give presentation to parents at seventh grade orientation
Person: Jeffrey Sparks
Activity: Study Skills Parent Presentation

- Jun 1, 2009:** Acquire materials for Study Skills class.
Person: Brooke French
Activity: Data Collection and Placement

- Jun 1, 2009:** Secure teacher for Study Skills class.
Person: Jeffrey Sparks
Activity: Data Collection and Placement

- Jul 1, 2009:** Create schedules and class roster for Study Skills.
Person: Jeffrey Sparks
Activity: Data Collection and Placement

- Aug , 2009:** Register for reading workshop
Person: Reading aide: Dianna Amburgey
Activity: Attend Reading Workshop

- Aug 1, 2009:** Develop curriculum for class, based on Indiana state standards and student deficiencies
Person: Kay Sullivan
Activity: Instruction

- Aug 1, 2009:** Get Study Skills presentation on agenda for August teacher's meeting.
Person: Jeffrey Sparks
Activity: Study Skills Staff Presentation

- Aug 5, 2009:** Adjust student schedules to accomodate parent requests and/or student test scores.
Person: Jeffrey Sparks
Activity: Review Student Schedules

- Aug 13, 2009:** Put reading program on the August Teachers Meeting agenda.
Person: Jeff Sparks
Activity: Reading Program Staff Presentation

- Aug 14, 2009:** Discuss with Language Arts teacher students who would benefit from the program.
Person: Julie Sparks
Activity: Reading Program Creation

- Aug 14, 2009:** Secure aide for reading class.
Person: Jeff Sparks
Activity: Reading Program Creation

- Aug 14, 2009:** Discuss reading program format to all teachers
Person: Julie Sparks
Activity: Reading Program Staff Presentation
- Aug 14, 2009:** Identify students for the program.
Person: Julie sparks
Activity: Reading Program- Student Enrollment
- Aug 14, 2009:** Look at lexile scores from 2009 test results
Person: Julie Sparks
Activity: Reading Program- Student Enrollment
- Aug 14, 2009:** Complete Study Island training
Person: Brooke French
Activity: Training for Study Skills Teacher
- Aug 17, 2009:** Collect low lexile scores.
Person: Julie Sparks
Activity: Collect baseline data
- Aug 17, 2009:** Discuss student enrollment with all teachers
Person:
Activity: Collect baseline data
- Aug 17, 2009:** Administer and grade S.R.A. tests to determine each student's reading level.
Person: Brooke French
Activity: Instruction
- Aug 17, 2009:** Teach created curriculum, as well as supplemental activities to improve basic skills in a fun and engaging way.
Person: Brooke French
Activity: Instruction
- Aug 17, 2009:** Identify students- make schedule changes
Person: Jeff Sparks
Activity: Reading Program- Student Enrollment
- Aug 17, 2009:** Conduct a monthly meeting with English and Math department to discuss student progress.
Person: Brooke French
Activity: Training for Study Skills Teacher
- Aug 25, 2009:** Curriculum presented at junior high teacher's meeting.
Person: Brooke French
Activity: Study Skills Staff Presentation
- Aug 25, 2009:** Survey of students
Person: Brooke French
Activity: Survey students
- Sep , 2009:** Attend Reading workshop
Person: Reading aide: Dianna Amburgey
Activity: Attend Reading Workshop
- Sep 1, 2009:** Adjust student schedule or re-enroll students based on achievement and teacher recommendation.
Person: Jeffrey Sparks
Activity: Review Student Schedules
- Sep 28, 2009:** Collect lexile scores for students in program
Person: Julie Sparks
Activity: Collect first semester/trimester follow up data

Sep 28, 2009: Identify students -make schedule changes.

Person: Jeff Sparks

Activity: Reading Program- Student Enrollment

Nov 18, 2009: Collect follow-up data.

Person: Bev Krieg

Activity: Collect first semester/trimester follow up data

Nov 19, 2009: Examine and change curriculum to meet needs of each group enrolled in study skills.

Person: Ashley Mathis

Activity: Instruction

Nov 20, 2009: Group lesson plans counted

Person: Bev Krieg

Activity: Lesson plans

Nov 20, 2009: Individual plans counted

Person: Brooke French

Activity: Lesson plans

Dec 20, 2009: Survey of students

Person: Brooke French

Activity: Survey students

Jan 11, 2010: Collect lexile scores for students in program.

Person: Julie Sparks

Activity: Collect final semester/trimester follow up data

Jan 11, 2010: Identify students- make schedule changes

Person: Jeff Sparks

Activity: Reading Program- Student Enrollment

Jan 22, 2010: Group lesson plans counted

Person: Bev Krieg

Activity: Lesson plans

Jan 22, 2010: Individual plans counted

Person: Brooke French

Activity: Lesson plans

Mar 26, 2010: Group lesson plans counted

Person: Bev Krieg

Activity: Lesson plans

Mar 26, 2010: Individual plans counted

Person: Brooke French

Activity: Lesson plans

May 15, 2010: Survey students

Person: Brooke French

Activity: Survey students

May 26, 2010: Collect follow-up data.

Person: Brooke French

Activity: Collect final semester/trimester follow up data

Focused Student Group

Feb 17, 2009: Collect follow up data.

Person: Ashley Mathis

Activity: Collect final semester/trimester follow up data

✓ **Apr 1, 2009:** Collect baseline data.

Person: Ashley Mathis

Activity: Collect baseline data

May 11, 2009: Answer questions and concerns from parents about the program.

Person: Jeff Sparks

Activity: 7th Grade Orientation

May 11, 2009: Inform the parents of the incoming seventh graders about study island.

Person: Jeff Sparks

Activity: 7th Grade Orientation

May 15, 2009: A meeting will be held to inform parents

Person: Jeff Sparks

Activity: Talk to parents

May 22, 2009: survey of students

Person: Barbara Kirkman

Activity: Collect baseline data

Jul 1, 2009: An average group of 7th boys will be scheduled for Social Studies

Person: Barbara Kirkman

Activity: Scheduling

Jul 1, 2009: An average group of 7th grade girls will be scheduled in Social Studies

Person: Barbara Kirkman

Activity: Scheduling

Jul 1, 2009: An average group of 8th girls will be scheduled for Pre-Algebra in 8th grade

Person: Barbara Kirkman

Activity: Scheduling

Jul 1, 2009: An average group of 8th grade boys will be scheduled for Pre-Algebra

Person: Barbara Kirkman

Activity: Scheduling

Aug 11, 2009: Devise a schedule for students to stay after school and work in computer lab.

Person: Ashley Mathis

Activity: Computer/Class Schedule

Aug 11, 2009: Devise a weekly schedule for when each class will have computer access.

Person: Kimberly Porter

Activity: Computer/Class Schedule

Aug 11, 2009: Teacher, student, and principal will meet to talk about student progress if they are not performing at the students individual level.

Person: Jeff Sparks

Activity: Individual student conference

Aug 11, 2009: Register every student for study island.

Person: Jack Johnson

Activity: Study Island Set Up

Aug 12, 2009: Create classes on study Island for individual teachers.

Person: Kimberly Porter

Activity: Study Island Set Up

- Aug 13, 2009:** Pretest all seventh grade students.
Person: Ashley Mathis
Activity: Student achievement level on Study Island
- Aug 14, 2009:** Pretest all eighth grade students.
Person: Hobie Harrison
Activity: Student achievement level on Study Island
- Aug 14, 2009:** All math teachers will complete Study Island training.
Person: Hobie Harrison
Activity: Training for the program
- Aug 15, 2009:** Inform staff about the program, and how it is going to be used to help the students.
Person: Ashley Mathis
Activity: Staff meeting
- Aug 15, 2009:** Pretest all special education students.
Person: Julie Sparks
Activity: Student achievement level on Study Island
- Aug 28, 2009:** Contact Beth Martin for volunteers
Person: Barbara Kirkman
Activity: Contact CRANE
- Sep 1, 2009:** Check eighth grade student's progress on study island.
Person: Hobie Harrison
Activity: Monitor Students Progress
- Sep 1, 2009:** Check progress of free/reduced students
Person: Hobie Harrison
Activity: Monitor Students Progress
- Sep 1, 2009:** Check seventh grade student's progress on study island.
Person: Ashley Mathis
Activity: Monitor Students Progress
- Sep 1, 2009:** Check special education student's progress on study island.
Person: Julie Sparks
Activity: Monitor Students Progress
- Sep 1, 2009:** Staff discussion on how the program is benefitting the students.
Person: Hobie Harrison
Activity: Staff meeting
- Sep 11, 2009:** A flyer will be sent home and emailed to parents
Person: Hobie Harrison
Activity: Flyer
- Sep 18, 2009:** Math and Social studies teacher will meet once a month to discuss strategies and problems
Person: Barbara Kirkman
Activity: Meeting
- Sep 18, 2009:** Survey for students
Person: Barbara Kirkman
Activity: Survey
- Sep 20, 2009:** Students who attend sessions
Person: Hobie Harrison
Activity: Collect baseline data

- Sep 21, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Sep 28, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Sep 28, 2009:** Track student grades who attend sessions
Person: Hobie Harrison
Activity: Track student grades who attend sessions
- Oct 1, 2009:** Check eighth grade student's progress on study island.
Person: Hobie Harrison
Activity: Monitor Students Progress
- Oct 1, 2009:** Check progress of free/reduced students
Person: Hobie Harrison
Activity: Monitor Students Progress
- Oct 1, 2009:** Check seventh grade student's progress on study island.
Person: Ashley Mathis
Activity: Monitor Students Progress
- Oct 1, 2009:** Check special education student's progress on study island.
Person: Julie Sparks
Activity: Monitor Students Progress
- Oct 5, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Oct 5, 2009:** Monthly math staff meeting to talk about the progress of the program.
Person: Ashley Mathis
Activity: Math teacher meeting
- Oct 12, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Oct 16, 2009:** Math and Social studies teacher will meet once a month to discuss strategies and problems
Person: Barbara Kirkman
Activity: Meeting
- Oct 19, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Oct 26, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Nov 1, 2009:** Collect follow up data.
Person: Ashley Mathis
Activity: Collect first semester/trimester follow up data
- Nov 1, 2009:** Check eighth grade student's progress on study island.
Person: Hobie Harrison
Activity: Monitor Students Progress

- Nov 1, 2009:** Check progress of free/reduced students
Person: Hobie Harrison
Activity: Monitor Students Progress
- Nov 1, 2009:** Check seventh grade student's progress on study island.
Person: Ashley Mathis
Activity: Monitor Students Progress
- Nov 1, 2009:** Check special education student's progress on study island.
Person: Julie Sparks
Activity: Monitor Students Progress
- Nov 2, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Nov 2, 2009:** Monthly math staff meeting to talk about the progress of the program.
Person: Ashley Mathis
Activity: Math teacher meeting
- Nov 9, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Nov 16, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Nov 20, 2009:** Math and Social studies teacher will meet once a month to discuss strategies and problems
Person: Barbara Kirkman
Activity: Meeting
- Nov 20, 2009:** Survey for students
Person: Barbara Kirkman
Activity: Survey
- Nov 23, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Nov 26, 2009:** Survey
Person: Hobie Harrison
Activity: Collect first semester/trimester follow up data
- Nov 27, 2009:** survey of students
Person: Barbara Kirman
Activity: Collect first semester/trimester follow up data
- Nov 30, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Nov 30, 2009:** Track student grades who attend sessions
Person: Hobie Harrison
Activity: Track student grades who attend sessions
- Dec 1, 2009:** Check eighth grade student's progress on study island.
Person: Hobie Harrison
Activity: Monitor Students Progress

- Dec 1, 2009:** Check progress of free/reduced students
Person: Hobie Harrison
Activity: Monitor Students Progress
- Dec 1, 2009:** Check seventh grade student's progress on study island.
Person: Ashley Mathis
Activity: Monitor Students Progress
- Dec 1, 2009:** Check special education student's progress on study island.
Person: Julie Sparks
Activity: Monitor Students Progress
- Dec 7, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Dec 7, 2009:** Monthly math staff meeting to talk about the progress of the program.
Person: Ashley Mathis
Activity: Math teacher meeting
- Dec 14, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Dec 18, 2009:** Math and Social studies teacher will meet once a month to discuss strategies and problems
Person: Barbara Kirkman
Activity: Meeting
- Dec 21, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Dec 28, 2009:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Jan 1, 2010:** Check eighth grade student's progress on study island.
Person: Hobie Harrison
Activity: Monitor Students Progress
- Jan 1, 2010:** Check progress of free/reduced students
Person: Hobie Harrison
Activity: Monitor Students Progress
- Jan 1, 2010:** Check seventh grade student's progress on study island.
Person: Ashley Mathis
Activity: Monitor Students Progress
- Jan 1, 2010:** Check special education student's progress on study island.
Person: Julie Sparks
Activity: Monitor Students Progress
- Jan 4, 2010:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Jan 4, 2010:** Monthly math staff meeting to talk about the progress of the program.
Person: Ashley Mathis
Activity: Math teacher meeting

Jan 11, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Jan 15, 2010: Math and Social studies teacher will meet once a month to discuss strategies and problems
Person: Barbara Kirkman
Activity: Meeting

Jan 18, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Jan 22, 2010: Survey for students
Person: Barbara Kirkman
Activity: Survey

Jan 25, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Feb 1, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Feb 1, 2010: Monthly math staff meeting to talk about the progress of the program.
Person: Ashley Mathis
Activity: Math teacher meeting

Feb 1, 2010: Check eighth grade student's progress on study island.
Person: Hobie Harrison
Activity: Monitor Students Progress

Feb 1, 2010: Check progress of free/reduced students
Person: Hobie Harrison
Activity: Monitor Students Progress

Feb 1, 2010: Check seventh grade student's progress on study island.
Person: Ashley Mathis
Activity: Monitor Students Progress

Feb 1, 2010: Check special education student's progress on study island.
Person: Julie Sparks
Activity: Monitor Students Progress

Feb 1, 2010: Track student grades who attend sessions
Person: Hobie Harrison
Activity: Track student grades who attend sessions

Feb 8, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Feb 15, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Feb 19, 2010: Math and Social studies teacher will meet once a month to discuss strategies and problems
Person: Barbara Kirkman
Activity: Meeting

Feb 22, 2010: Survey
Person: Hobie Harrison
Activity: Collect final semester/trimester follow up data

Feb 22, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Mar 1, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Mar 1, 2010: Monthly math staff meeting to talk about the progress of the program.
Person: Ashley Mathis
Activity: Math teacher meeting

Mar 1, 2010: Check eighth grade student's progress on study island.
Person: Hobie Harrison
Activity: Monitor Students Progress

Mar 1, 2010: Check progress of free/reduced students
Person: Hobie Harrison
Activity: Monitor Students Progress

Mar 1, 2010: Check seventh grade student's progress on study island.
Person: Ashley Mathis
Activity: Monitor Students Progress

Mar 1, 2010: Check special education student's progress on study island.
Person: Julie Sparks
Activity: Monitor Students Progress

Mar 8, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Mar 15, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Mar 19, 2010: Math and Social studies teacher will meet once a month to discuss strategies and problems
Person: Barbara Kirkman
Activity: Meeting

Mar 22, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Mar 26, 2010: Survey for students
Person: Barbara Kirkman
Activity: Survey

Mar 29, 2010: Students will log in and out at session
Person: Hobie Harrison
Activity: Log

Apr 1, 2010: Check eighth grade student's progress on study island.
Person: Hobie Harrison
Activity: Monitor Students Progress

- Apr 1, 2010:** Check progress of free/reduced students
Person: Hobie Harrison
Activity: Monitor Students Progress
- Apr 1, 2010:** Check seventh grade student's progress on study island.
Person: Ashley Mathis
Activity: Monitor Students Progress
- Apr 1, 2010:** Check special education student's progress on study island.
Person: Julie Sparks
Activity: Monitor Students Progress
- Apr 5, 2010:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Apr 5, 2010:** Monthly math staff meeting to talk about the progress of the program.
Person: Ashley Mathis
Activity: Math teacher meeting
- Apr 5, 2010:** Track student grades who attend sessions
Person: Hobie Harrison
Activity: Track student grades who attend sessions
- Apr 12, 2010:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Apr 16, 2010:** Math and Social studies teacher will meet once a month to discuss strategies and problems
Person: Barbara Kirkman
Activity: Meeting
- Apr 19, 2010:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- Apr 26, 2010:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log
- May 1, 2010:** Check eighth grade student's progress on study island.
Person: Hobie Harrison
Activity: Monitor Students Progress
- May 1, 2010:** Check progress of free/reduced students
Person: Hobie Harrison
Activity: Monitor Students Progress
- May 1, 2010:** Check seventh grade student's progress on study island.
Person: Ashley Mathis
Activity: Monitor Students Progress
- May 1, 2010:** Check special education student's progress on study island.
Person: Julie Sparks
Activity: Monitor Students Progress
- May 3, 2010:** Students will log in and out at session
Person: Hobie Harrison
Activity: Log

May 3, 2010: Monthly math staff meeting to talk about the progress of the program.

Person: Ashley Mathis

Activity: Math teacher meeting

May 10, 2010: Students will log in and out at session

Person: Hobie Harrison

Activity: Log

May 17, 2010: Students will log in and out at session

Person: Hobie Harrison

Activity: Log

May 20, 2010: Survey of students

Person: Barbara Kirkman

Activity: Collect final semester/trimester follow up data

May 20, 2010: Students who have attended will be surveyed on progress

Person: Hobie Harrison

Activity: Survey

Study Table

✓ **Apr 13, 2009:** The study table policy concerning failing grades will appear in the Linton-Stockton Junior High student handbook.

Person: Jeff Sparks

Activity: Students with failing grades must attend study tables.

Oct 7, 2009: The office will check grades and compile a list of students with failing grades in class for the six weeks and trimester.

Person: Margo Good

Activity: Students with failing grades must attend study tables.

Oct 12, 2009: Office will compile a list of junior high students that failed at least one class the first six weeks.

Person: Margo Good/All teachers

Activity: Collect baseline data

Oct 12, 2009: Parents and students will be notified by letter that the student will be required to attend study tables at least 2 days per week for each failing grade.

Person: Margo Good/Aaron Lynn/Gene Hall

Activity: Students with failing grades must attend study tables

Oct 12, 2009: Teachers will check their individual gradebooks and confer with the office about the failing or passing status of each student in their class.

Person: All teachers

Activity: Students with failing grades must attend study tables.

Oct 15, 2009: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Oct 22, 2009: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Oct 29, 2009: Teachers will check the progress of students attending study tables after 3 weeks.

Person: All teachers

Activity: Students with failing grades must attend study tables

Oct 29, 2009: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

- Nov 5, 2009:** Teachers will keep track of attendance at study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Nov 12, 2009:** Teachers will keep track of attendance at study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Nov 18, 2009:** Students who attend all of their study table sessions in a given six weeks period will receive an incentive provided by the individual teacher and/or principal.
Person: All teachers/Jeff Sparks
Activity: Students with failing grades must attend study tables.
- Nov 19, 2009:** Teachers will keep track of attendance at study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Nov 19, 2009:** Teacher will notify failing student when he/she is not required to attend additional study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables.
- Nov 23, 2009:** Office will create a list of junior high students who failed a six weeks or trimester class.
Person: Margo Good/All teachers
Activity: Collect first semester/trimester follow up data
- Nov 23, 2009:** Parents and students will be notified by letter that the student will be required to attend study tables at least 2 days per week for each failing grade.
Person: Margo Good/Aaron Lynn/Gene Hall
Activity: Students with failing grades must attend study tables
- Nov 26, 2009:** Teachers will keep track of attendance at study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Dec 3, 2009:** Teachers will keep track of attendance at study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Dec 10, 2009:** Teachers will check the progress of students attending study tables after 3 weeks.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Dec 10, 2009:** Teachers will keep track of attendance at study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Dec 17, 2009:** Teachers will keep track of attendance at study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Dec 24, 2009:** Teachers will keep track of attendance at study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Dec 31, 2009:** Teachers will keep track of attendance at study tables.
Person: All teachers
Activity: Students with failing grades must attend study tables
- Jan 4, 2010:** Parents and students will be notified by letter that the student will be required to attend study tables at least 2 days per week for each failing grade.
Person: Margo Good/Aaron Lynn/Gene Hall

Activity: Students with failing grades must attend study tables

Jan 7, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Jan 14, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Jan 21, 2010: Teachers will check the progress of students attending study tables after 3 weeks.

Person: All teachers

Activity: Students with failing grades must attend study tables

Jan 21, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Jan 28, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Feb 4, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Feb 11, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Feb 15, 2010: Parents and students will be notified by letter that the student will be required to attend study tables at least 2 days per week for each failing grade.

Person: Margo Good/Aaron Lynn/Gene Hall

Activity: Students with failing grades must attend study tables

Feb 18, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Feb 25, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Mar 4, 2010: Teachers will check the progress of students attending study tables after 3 weeks.

Person: All teachers

Activity: Students with failing grades must attend study tables

Mar 4, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Mar 11, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Mar 18, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Mar 25, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Mar 29, 2010: Parents and students will be notified by letter that the student will be required to attend study tables at least 2 days per week for each failing grade.

Person: Margo Good/Aaron Lynn/Gene Hall

Activity: Students with failing grades must attend study tables

Apr 1, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Apr 8, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Apr 15, 2010: Teachers will check the progress of students attending study tables after 3 weeks.

Person: All teachers

Activity: Students with failing grades must attend study tables

Apr 15, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Apr 22, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

Apr 29, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

May 6, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

May 10, 2010: Parents and students will be notified by letter that the student will be required to attend study tables at least 2 days per week for each failing grade.

Person: Margo Good/Aaron Lynn/Gene Hall

Activity: Students with failing grades must attend study tables

May 13, 2010: Teachers will keep track of attendance at study tables.

Person: All teachers

Activity: Students with failing grades must attend study tables

May 26, 2010: Office will create a list of junior high students who failed the six weeks or trimester.

Person: Margo Good/All teachers

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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