

School Improvement Plan - 2010-2011

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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.

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Charlie Cox - School Counselor
- Jenny Fidler - Parent/Guardian
- Margo Good - Community Representative
- Hobie Harrison - Teacher
- Barbara Kirkman - Teacher
- Bette MENG - Community Representative (Business)
- Jeffrey Sparks - Administrator

Strategy Chairs

- Brooke French
- Gene Hall
- Hobie Harrison
- Barbara Kirkman
- Aaron Lynn
- Ashley Mathis
- Kimberly Porter
- Julie Sparks
- Kay Sullivan
- Steve Weber

Community Council

- Jenny Fidler - business:
- Ann Gainey - parent
- Margo Good - community/parent
- Hobie Harrison - community/parent
- Janet Hazelwood - Parent-
- Barbara Kirkman - community/parent
- Jamie Kocher - Parent
- Kim Leigh - parent
- Bette MENG - community/business
- Misty Nelson - parent
- Rachel Padgett - parent
- Cheri Slover - parent
- Jeffrey Sparks - community
- Tammy Sparks - parent
- Tammy Swihart - parent
- Tammy Wright - parent

Vision Statement

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

We believe all students deserve:

We believe that all students 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

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

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

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

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

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

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

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

All Students - % Mastery of Literary Response (average of raw numbers from seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
0	0	0	0	50		55		60		62		

All students - Promotion rate(average of raw numbers from seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	52%	75%	81%	70%		72%		73%		75		

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	76.8%	85%	81.8%	80%		81%		83%		84		

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	64	77%	71%	72%		73%		75%		77		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	69	79%	71%	72%		74%		75%		76		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	82	85%	92.4	86%		87%		88%		89		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	4	37		39		40		42		45		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	22	37		39		40		41		45		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	77	72%		74		75		76		78		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61%	63	64%		65%		66		67		70		100

Male students - % passing ISTEP English (AYP data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	63.5	76%		78%		79		80		82		100

Male students - % passing ISTEP Math (AYP data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87%	89	89%		90%		91		92		93		100

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... Mixed gender classes in middle school make it difficult for boys and girls behave.

There are more boys than girls receiving discipline referrals. There are gaps in testing scores and failures.

We are concerned that... 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.

We are concerned that... Students need extra time/extra help

Data from the school indicates that students are failing classes at a high rate. 40 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

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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 create lesson plans using at least three authentic assessments every nine weeks. Teachers will place these new plans in their plan books 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 during the monthly discussions. Students will be assessed using different techniques and also teachers will use a variety of teaching styles in the classroom for the students.

Impact Level: High Impact - Inside

Focus: General

Math Study Island

Students will go to the computer once a week during math class to work on Study Island on the computer on the Indiana standards. Teachers will be able to give homework on this site as well.

Impact Level: High Impact - Inside

Focus: Specific

Success Period

All 7th and 8th grade teachers will be given 20-25 students to work with during Success Period. Students will use this time to complete their homework, make up any missing assignments, get help with problem subjects, meet with clubs/other student groups or participate in a credit recovery program. Teachers will use this time to provide more individualized instruction to students who need extra help. On certain days of the week, students who are at mastery level in core subjects will be rewarded during this period, as well. Teachers will also use this time to teach students organization skills, as well as implement an anti-bullying curriculum.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Student Accountability

Teachers will provide a rigorous curriculum based on Indiana Standards for all students. Students will earn a credit for each class they pass. Students who do not earn a credit will be placed in the credit recovery program. Teachers will also provide opportunities for credit recovery. Credits earned will determine placement in the next grade level. Teachers will use authentic assessments and varied teaching styles.

Impact Level: High Impact - Inside

Focus: Specific

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.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Individualized Reading Program

During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. This program will be used by the language arts teachers to increase reading levels in their classrooms. Assessments will be given at the end of each nine weeks and assessments will be ongoing. Growth will be measured with the ongoing assessments along with a survey to see how student's feel that the program did. Results of each student's progress will be kept by the teachers. This program will be a supplement to daily language arts activities.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Improving Free and Reduced Students Math, English and Social Studies Skills

In order to improve the math, English or Social Studies skills of the free and reduced lunch students at Linton Stockton Junior High, we will be offering extra assistance. Students will be using Study Island, an online program designed to help them work at their own level to improve their skills in these three areas. Teachers will be required to use the program once a week in their class. Students will also be able to access the program from any computer, so they will be able to work on it at home.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Improving Gender Instruction

Teachers will begin diversifying classroom instruction to address the educational needs of both boys and girls in our classrooms. Teachers will implement techniques that reflect the differences in how male students learn as opposed to female students. Educators will create an educational environment that is beneficial to both gender groups in hopes of bridging the gap between male and female achievement in our school.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education

Special education students who have failed ISTEP will have the opportunity to receive extra math and English 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 who have a failing grade on their progress reports in math or English on Friday will be assigned to two math or English mandatory study tables after school with the special education teacher the following week. 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.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Study Skills

7th and 8th grade students whose English and Math ISTEP scores did not pass and/or students on free-reduced lunch will be enrolled in Study Skills. Reteaching of curriculum and skills will be done during this class time. Students will have extra time with study island an Indiana academic standards based computer program.

Impact Level: Low Impact

Focus: Specific

Strategy Data

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

Local Strategies

Authentic Assessment/Learning Styles

Percent of teachers reporting use of learning styles and authentic assessments

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Percent of lesson plans using various teaching styles

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	70%		80%	

Required Strategies

I. Focused Academic Area: Individualized Reading Program

The percent of days that the reading aide assisted students.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Number of minutes during each semester that is spent on SRA

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	50%		55%	

U. Focused Student Group: Improving Free and Reduced Students Math, English and Social Studies Skills

Percent of English, math and social studies teachers who include Study Island in weekly plans

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	80%		85%	

To-Do List

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

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

Authentic Assessment/Learning Styles

Aug 16, 2010: On the first day of school, explain Authentic Assessments and Learning Styles and give examples of each **Person:** Aaron Lynn and Jill Flater

Aug 16, 2010: On the first day of school, explain authentic assessment to the teachers. They are to participate in 3 Authentic Assessments every 9 weeks **Person:** Aaron Lynn and Jill Flater

Aug 20, 2010: Send email information about authentic assessments and include certain sites that offer Authentic assessments **Person:** Aaron Lynn and Jill Flater

Oct 14, 2010: At the end of the 9 weeks, check lesson plans to make sure each teacher is participating. If a teacher is not completed their 3 authentic assessments in their plans, meet with the teacher to make sure they understand the idea **Person:** Aaron Lynn and Jill Flater

Oct 14, 2010: Lesson plans will be checked at the end of each 9 weeks to make sure each teacher is participating **Person:** Aaron Lynn and Jill Flater

Oct 14, 2010: Lesson plans will be checked at the end of each 9 weeks to make sure each teacher is participating in the Authentic Assessment Activities **Person:** Aaron Lynn and Jill Flater

Nov 30, 2010: Collect fall data: Percent of lesson plans using various teaching styles **Person:**

Nov 30, 2010: Collect fall data: Percent of teachers reporting use of learning styles and authentic assessments **Person:**

Jun 30, 2011: Collect spring data: Percent of lesson plans using various teaching styles **Person:**

Jun 30, 2011: Collect spring data: Percent of teachers reporting use of learning styles and authentic assessments **Person:**

Encourage Rigorous Curriculum

Aug 13, 2010: Initiate credit recovery program **Person:** Jeff Sparks

Aug 13, 2010: Number of standards added to lesson plans **Person:** Jeff Sparks

Aug 13, 2010: Principal will check that standards are in lesson plans **Person:** principal

Aug 13, 2010: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks

Aug 13, 2010: Teachers will enter academic standard on lesson plans **Person:** All teachers

Aug 14, 2010: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks

Aug 14, 2010: Principal will meet with teachers for question and answer session regarding credit recovery program. **Person:** Jeff Sparks

Aug 14, 2010: Teachers will enter academic standards **Person:** all teachers

Aug 21, 2010: Teachers will enter academic standards **Person:** all teachers

Aug 23, 2010: Teachers present credit recovery program to students **Person:** All teachers

Aug 25, 2010: Letter sent home to parents explaining credit recovery program **Person:** Beverly Krieg

Aug 28, 2010: Teachers will enter academic standards **Person:** all teachers

Sep 4, 2010: Teachers will enter academic standards **Person:** all teachers

Sep 10, 2010: Principal will check that standards are in lesson plans **Person:** principal

Sep 11, 2010: Teachers will enter academic standards **Person:** all teachers

Sep 14, 2010: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks

Sep 18, 2010: Teachers will enter academic standards **Person:** all teachers

Sep 25, 2010: Teachers will enter academic standards **Person:** all teachers

Oct 2, 2010: Teachers will enter academic standards **Person:** all teachers

Oct 8, 2010: Principal will check that standards are in lesson plans **Person:** principal

Oct 9, 2010: Teachers will enter academic standards **Person:** all teachers

Oct 14, 2010: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks

Oct 16, 2010: Teachers will enter academic standards **Person:** all teachers

Oct 23, 2010: Teachers will enter academic standards **Person:** all teachers
Oct 30, 2010: Teachers will enter academic standards **Person:** all teachers
Nov 6, 2010: Teachers will enter academic standards **Person:** all teachers
Nov 12, 2010: Principal will check that standards are in lesson plans **Person:** principal
Nov 13, 2010: Teachers will enter academic standards **Person:** all teachers
Nov 14, 2010: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks
Nov 20, 2010: Teachers will enter academic standards **Person:** all teachers
Nov 27, 2010: Teachers will enter academic standards **Person:** all teachers
Dec 4, 2010: Teachers will enter academic standards **Person:** all teachers
Dec 10, 2010: Principal will check that standards are in lesson plans **Person:** principal
Dec 11, 2010: Teachers will enter academic standards **Person:** all teachers
Dec 14, 2010: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks
Dec 18, 2010: Teachers will enter academic standards **Person:** all teachers
Dec 25, 2010: Teachers will enter academic standards **Person:** all teachers
Jan 1, 2011: Teachers will enter academic standards **Person:** all teachers
Jan 8, 2011: Teachers will enter academic standards **Person:** all teachers
Jan 14, 2011: Principal will check that standards are in lesson plans **Person:** principal
Jan 14, 2011: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks
Jan 15, 2011: Teachers will enter academic standards **Person:** all teachers
Jan 22, 2011: Teachers will enter academic standards **Person:** all teachers
Jan 29, 2011: Teachers will enter academic standards **Person:** all teachers
Feb 5, 2011: Teachers will enter academic standards **Person:** all teachers
Feb 11, 2011: Principal will check that standards are in lesson plans **Person:** principal
Feb 12, 2011: Teachers will enter academic standards **Person:** all teachers
Feb 14, 2011: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks
Feb 19, 2011: Teachers will enter academic standards **Person:** all teachers
Feb 26, 2011: Teachers will enter academic standards **Person:** all teachers
Mar 5, 2011: Teachers will enter academic standards **Person:** all teachers
Mar 11, 2011: Principal will check that standards are in lesson plans **Person:** principal
Mar 12, 2011: Teachers will enter academic standards **Person:** all teachers
Mar 14, 2011: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks
Mar 19, 2011: Teachers will enter academic standards **Person:** all teachers
Mar 26, 2011: Teachers will enter academic standards **Person:** all teachers
Apr 2, 2011: Teachers will enter academic standards **Person:** all teachers
Apr 8, 2011: Principal will check that standards are in lesson plans **Person:** principal
Apr 9, 2011: Teachers will enter academic standards **Person:** all teachers
Apr 14, 2011: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks
Apr 16, 2011: Teachers will enter academic standards **Person:** all teachers
Apr 23, 2011: Teachers will enter academic standards **Person:** all teachers
Apr 30, 2011: Teachers will enter academic standards **Person:** all teachers
May 7, 2011: Teachers will enter academic standards **Person:** all teachers
May 13, 2011: Principal will check that standards are in lesson plans **Person:** principal
May 14, 2011: Principal will explain importance of standards on lesson plans **Person:** Jeff Sparks
May 14, 2011: Teachers will enter academic standards **Person:** all teachers
May 15, 2011: Number of minutes the students are in the program **Person:** All teachers
May 21, 2011: Teachers will enter academic standards **Person:** all teachers
May 30, 2011: Number of students promoted **Person:** Jeff Sparks
Aug 13, 2011: Principal will check lesson plans to see that standards are added **Person:** Jeff Sparks

Focused Academic Area

Apr 1, 2010: Collect baseline data: Number of minutes during each semester that is spent on SRA **Person:**
Aug 23, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Aug 23, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Aug 30, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Aug 30, 2010: NWEA Testing Fall **Person:** English Teachers
Aug 30, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Sep 6, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Sep 6, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Sep 13, 2010: Log of number of minutes read each day per student **Person:** English Teachers

Sep 13, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Sep 20, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Sep 20, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Sep 27, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Sep 27, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Oct 4, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Oct 4, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Oct 11, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Oct 11, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Oct 18, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Oct 18, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Oct 25, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Oct 25, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Nov 1, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Nov 1, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Nov 8, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Nov 8, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Nov 15, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Nov 15, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Nov 22, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Nov 22, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Nov 29, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Nov 29, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Nov 30, 2010: Collect fall data: Number of minutes during each semester that is spent on SRA **Person:**
Nov 30, 2010: Collect fall data: The percent of days that the reading aide assisted students. **Person:**
Dec 6, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Dec 6, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Dec 13, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Dec 13, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Dec 20, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Dec 20, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Dec 27, 2010: Log of number of minutes read each day per student **Person:** English Teachers
Dec 27, 2010: Student Reading Laboratory Assessment **Person:** English teachers
Jan 3, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Jan 3, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Jan 10, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Jan 10, 2011: NWEA Testing Winter **Person:** English Teachers
Jan 10, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Jan 17, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Jan 17, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Jan 24, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Jan 24, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Jan 31, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Jan 31, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Feb 7, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Feb 7, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Feb 14, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Feb 14, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Feb 21, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Feb 21, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Feb 28, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Feb 28, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Mar 7, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Mar 7, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Mar 14, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Mar 14, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Mar 21, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Mar 21, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Mar 28, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Mar 28, 2011: Student Reading Laboratory Assessment **Person:** English teachers

Apr 4, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Apr 4, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Apr 11, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Apr 11, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Apr 18, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Apr 18, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Apr 25, 2011: Log of number of minutes read each day per student **Person:** English Teachers
Apr 25, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Apr 30, 2011: NWEA Testing Spring **Person:** English Teachers
May 2, 2011: Log of number of minutes read each day per student **Person:** English Teachers
May 2, 2011: Student Reading Laboratory Assessment **Person:** English teachers
May 9, 2011: Log of number of minutes read each day per student **Person:** English Teachers
May 9, 2011: Student Reading Laboratory Assessment **Person:** English teachers
May 16, 2011: Log of number of minutes read each day per student **Person:** English Teachers
May 16, 2011: Student Reading Laboratory Assessment **Person:** English teachers
Jun 30, 2011: Collect spring data: Number of minutes during each semester that is spent on SRA **Person:**
Jun 30, 2011: Collect spring data: The percent of days that the reading aide assisted students. **Person:**

Focused Student Group

May 15, 2010: Answer and questions and concerns from parents about the program at 7th grade orientation. **Person:** Jeff Sparks
May 15, 2010: Inform the parents of incoming seventh grades about study island at 7th grade orientation. **Person:** Jeff Sparks
Aug 13, 2010: Improving Boys vs. Girl Instruction **Person:** Jeff Sparks
Aug 16, 2010: Devise a schedule for classes to use computer lab. **Person:** Kimberly Porter
Aug 16, 2010: Inform the social studies, math and English departments about the program and the requirements. **Person:** Ashley Mathis
Aug 16, 2010: Register every student for study island. **Person:** Kimberly Porter
Aug 16, 2010: Staff discussion on how the program is going and discuss any problems. **Person:** Hobie Harrison
Aug 16, 2010: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall
Aug 16, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers
Aug 16, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman
Aug 16, 2010: Training will be provided through a free webinar for teachers who need assistance with the program **Person:** Ashley Mathis
Aug 23, 2010: Pretest all seventh grade students in social studies on Study Island. **Person:** Barbara Kirkman
Aug 23, 2010: Pretest all special ed students in English on study island. **Person:** Julie Sparks
Aug 23, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers
Aug 23, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman
Aug 24, 2010: Pretest all eighth grade students in English on Study Island. **Person:** Bev Krieg
Aug 24, 2010: Pretest all special education students in Math on study island. **Person:** Julie Sparks
Aug 25, 2010: Pretest all eighth grade math students on Study Island. **Person:** Hobie Harrison
Aug 26, 2010: Pretest all seventh grade student in English on Study Island. **Person:** Kay Sullivan
Aug 27, 2010: Collect baseline data for students who attended study tables. **Person:** Julie Sparks
Aug 27, 2010: Pretest all Seventh grade students in math on Study Island. **Person:** Ashley Mathis
Aug 27, 2010: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks
Aug 30, 2010: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks
Aug 30, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers
Aug 30, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman
Aug 31, 2010: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Sparks
Sep 1, 2010: Check special education student's progress on study island. **Person:** Julie Sparks
Sep 1, 2010: Check eighth grade student's progress in English on study island. **Person:** Bev Krieg
Sep 1, 2010: Check eighth grade student's progress in math on study island. **Person:** Hobie Harrison
Sep 1, 2010: Check progress of free and reduced students on study island **Person:** Hobie Harrison
Sep 1, 2010: Check seventh grade student's progress in English on study island. **Person:** Kay Sullivan
Sep 1, 2010: Check seventh grade student's progress in Math on Study Island **Person:** Ashley Mathis
Sep 1, 2010: Check seventh grade student's progress in social studies. **Person:** Barbara Kirkman
Sep 3, 2010: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks
Sep 6, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers
Sep 6, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Sep 10, 2010: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks

Sep 13, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Sep 13, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Sep 20, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Sep 20, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Sep 27, 2010: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Sep 27, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Sep 27, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Sep 30, 2010: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Sparks

Oct 1, 2010: Check special education student's progress on study island. **Person:** Julie Sparks

Oct 1, 2010: Check eighth grade student's progress in English on study island. **Person:** Bev Krieg

Oct 1, 2010: Check eighth grade student's progress in math on study island. **Person:** Hobie Harrison

Oct 1, 2010: Check progress of free and reduced students on study island **Person:** Hobie Harrison

Oct 1, 2010: Check seventh grade student's progress in English on study island. **Person:** Kay Sullivan

Oct 1, 2010: Check seventh grade student's progress in Math on Study Island **Person:** Ashley Mathis

Oct 1, 2010: Check seventh grade student's progress in social studies. **Person:** Barbara Kirkman

Oct 1, 2010: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks

Oct 4, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Oct 4, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Oct 11, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Oct 11, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Oct 15, 2010: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks

Oct 18, 2010: Staff discussion on how the program is going and discuss any problems. **Person:** Hobie Harrison

Oct 18, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Oct 18, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Oct 25, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Oct 25, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Oct 28, 2010: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Sparks

Oct 29, 2010: Track student grades who attend study tables. **Person:** Julie Sparks

Nov 1, 2010: Check special education student's progress on study island. **Person:** Julie Sparks

Nov 1, 2010: Check eighth grade student's progress in English on study island. **Person:** Bev Krieg

Nov 1, 2010: Check eighth grade student's progress in math on study island. **Person:** Hobie Harrison

Nov 1, 2010: Check progress of free and reduced students on study island **Person:** Hobie Harrison

Nov 1, 2010: Check seventh grade student's progress in English on study island. **Person:** Kay Sullivan

Nov 1, 2010: Check seventh grade student's progress in Math on Study Island **Person:** Ashley Mathis

Nov 1, 2010: Check seventh grade student's progress in social studies. **Person:** Barbara Kirkman

Nov 1, 2010: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks

Nov 1, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Nov 1, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Nov 8, 2010: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Nov 8, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Nov 8, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Nov 12, 2010: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks

Nov 15, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Nov 15, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Nov 22, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Nov 22, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Nov 29, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Nov 29, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Nov 30, 2010: Collect fall data: Percent of English, math and social studies teachers who include Study Island in weekly plans **Person:**

Nov 30, 2010: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Sparks

Dec 1, 2010: Check special education student's progress on study island. **Person:** Julie Sparks

Dec 1, 2010: Check eighth grade student's progress in English on study island. **Person:** Bev Krieg

Dec 1, 2010: Check eighth grade student's progress in math on study island. **Person:** Hobie Harrison

Dec 1, 2010: Check progress of free and reduced students on study island **Person:** Hobie Harrison

Dec 1, 2010: Check seventh grade student's progress in English on study island. **Person:** Kay Sullivan

Dec 1, 2010: Check seventh grade student's progress in Math on Study Island **Person:** Ashley Mathis

Dec 1, 2010: Check seventh grade student's progress in social studies. **Person:** Barbara Kirkman

Dec 3, 2010: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks

Dec 6, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Dec 6, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Dec 13, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Dec 13, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Dec 14, 2010: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks

Dec 16, 2010: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** JulieSparks

Dec 17, 2010: Track student grades who attend study tables. **Person:** Julie Sparks

Dec 20, 2010: Collect first semester follow up data for students who attended study tables. **Person:** Julie Sparks

Dec 20, 2010: Staff discussion on how the program is going and discuss any problems. **Person:** Hobie Harrison

Dec 20, 2010: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Dec 20, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Dec 20, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Dec 27, 2010: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Dec 27, 2010: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Jan 1, 2011: Check special education student's progress on study island. **Person:** Julie Sparks

Jan 1, 2011: Check eighth grade student's progress in English on study island. **Person:** Bev Krieg

Jan 1, 2011: Check eighth grade student's progress in math on study island. **Person:** Hobie Harrison

Jan 1, 2011: Check progress of free and reduced students on study island **Person:** Hobie Harrison

Jan 1, 2011: Check seventh grade student's progress in English on study island. **Person:** Kay Sullivan

Jan 1, 2011: Check seventh grade student's progress in Math on Study Island **Person:** Ashley Mathis

Jan 1, 2011: Check seventh grade student's progress in social studies. **Person:** Barbara Kirkman

Jan 3, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Jan 3, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Jan 7, 2011: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks

Jan 10, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Jan 10, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Jan 17, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Jan 17, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Jan 21, 2011: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks

Jan 24, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Jan 24, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Jan 31, 2011: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Jan 31, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Jan 31, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Jan 31, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Sparks

Feb 1, 2011: Check special education student's progress on study island. **Person:** Julie Sparks

Feb 1, 2011: Check eighth grade student's progress in English on study island. **Person:** Bev Krieg

Feb 1, 2011: Check eighth grade student's progress in math on study island. **Person:** Hobie Harrison

Feb 1, 2011: Check progress of free and reduced students on study island **Person:** Hobie Harrison

Feb 1, 2011: Check seventh grade student's progress in English on study island. **Person:** Kay Sullivan

Feb 1, 2011: Check seventh grade student's progress in Math on Study Island **Person:** Ashley Mathis

Feb 1, 2011: Check seventh grade student's progress in social studies. **Person:** Barbara Kirkman

Feb 4, 2011: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks

Feb 7, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Feb 7, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Feb 14, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Feb 14, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Feb 18, 2011: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks

Feb 21, 2011: Staff discussion on how the program is going and discuss any problems. **Person:** Hobie Harrison

Feb 21, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Feb 21, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Feb 22, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Sparks

Feb 28, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Feb 28, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Feb 28, 2011: Track student grades who have attended study tables. **Person:** Julie Sparks

Mar 1, 2011: Check special education student's progress on study island. **Person:** Julie Sparks

Mar 1, 2011: Check eighth grade student's progress in English on study island. **Person:** Bev Krieg

Mar 1, 2011: Check eighth grade student's progress in math on study island. **Person:** Hobie Harrison

Mar 1, 2011: Check progress of free and reduced students on study island **Person:** Hobie Harrison

Mar 1, 2011: Check seventh grade student's progress in English on study island. **Person:** Kay Sullivan

Mar 1, 2011: Check seventh grade student's progress in Math on Study Island **Person:** Ashley Mathis

Mar 1, 2011: Check seventh grade student's progress in social studies. **Person:** Barbara Kirkman

Mar 4, 2011: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks

Mar 7, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Mar 7, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Mar 14, 2011: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Mar 14, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Mar 14, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Mar 18, 2011: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks

Mar 21, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Mar 21, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Mar 28, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Mar 28, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Mar 31, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Sparks

Apr 1, 2011: Check special education student's progress on study island. **Person:** Julie Sparks

Apr 1, 2011: Check eighth grade student's progress in English on study island. **Person:** Bev Krieg

Apr 1, 2011: Check eighth grade student's progress in math on study island. **Person:** Hobie Harrison

Apr 1, 2011: Check progress of free and reduced students on study island **Person:** Hobie Harrison

Apr 1, 2011: Check seventh grade student's progress in English on study island. **Person:** Kay Sullivan

Apr 1, 2011: Check seventh grade student's progress in Math on Study Island **Person:** Ashley Mathis

Apr 1, 2011: Check seventh grade student's progress in social studies. **Person:** Barbara Kirkman

Apr 1, 2011: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks

Apr 4, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Apr 4, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Apr 11, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Apr 11, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Apr 15, 2011: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks

Apr 18, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Apr 18, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Apr 25, 2011: Staff discussion on how the program is going and discuss any problems. **Person:** Hobie Harrison

Apr 25, 2011: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Apr 25, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers

Apr 25, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman

Apr 28, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Sparks

Apr 29, 2011: Track student grades who have attended study tables. **Person:** Julie Sparks

Apr 30, 2011: Collect final semester follow up data for students who attended study tables. **Person:** Julie Sparks

May 1, 2011: Check special education student's progress on study island. **Person:** Julie Sparks

May 1, 2011: Check eighth grade student's progress in English on study island. **Person:** Bev Krieg

May 1, 2011: Check eighth grade student's progress in math on study island. **Person:** Hobie Harrison

May 1, 2011: Check progress of free and reduced students on study island **Person:** Hobie Harrison

May 1, 2011: Check seventh grade student's progress in English on study island. **Person:** Kay Sullivan

May 1, 2011: Check seventh grade student's progress in Math on Study Island **Person:** Ashley Mathis

May 1, 2011: Check seventh grade student's progress in social studies. **Person:** Barbara Kirkman

May 2, 2011: Progress reports will be given to students in homeroom at the end of every week. **Person:** Julie Sparks

May 2, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers
May 2, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman
May 9, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers
May 9, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman
May 13, 2011: Students who have a failing grade in Math or English will be attending two mandatory study tables weekly. **Person:** Julie Sparks
May 16, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers
May 16, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman
May 19, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Sparks
May 20, 2011: Students who attended study tables will be surveyed on progress. **Person:** Julie Sparks
May 23, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** All teachers
May 23, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** Gene Hall and Barb Kirkman
Jun 30, 2011: Collect spring data: Percent of English, math and social studies teachers who include Study Island in weekly plans **Person:**

Math Study Island

Aug 28, 2010: Students will take pre-test for study island **Person:** math teachers
Sep 9, 2010: Students will be talked to about the importance of study island and the Indiana math standards as needed each month **Person:** math teachers
Sep 9, 2010: Students will be timed on how long on study island for the 9 weeks **Person:** math teachers
Sep 9, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Sep 16, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Sep 23, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Sep 30, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Oct 7, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Oct 14, 2010: Students will be talked to about the importance of study island and the Indiana math standards as needed each month **Person:** math teachers
Oct 14, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Oct 21, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Oct 28, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Nov 4, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Nov 11, 2010: Students will be talked to about the importance of study island and the Indiana math standards as needed each month **Person:** math teachers
Nov 11, 2010: Students will be timed on how long on study island for the 9 weeks **Person:** math teachers
Nov 11, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Nov 18, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Nov 25, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Dec 2, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Dec 9, 2010: Students will be talked to about the importance of study island and the Indiana math standards as needed each month **Person:** math teachers
Dec 9, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Dec 16, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Dec 23, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Dec 30, 2010: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Jan 6, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Jan 13, 2011: Students will be talked to about the importance of study island and the Indiana math standards as needed each month **Person:** math teachers
Jan 13, 2011: Students will be timed on how long on study island for the 9 weeks **Person:** math teachers
Jan 13, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Jan 20, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Jan 27, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Feb 3, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Feb 10, 2011: Students will be talked to about the importance of study island and the Indiana math standards as needed each month **Person:** math teachers
Feb 10, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Feb 17, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Feb 24, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers
Mar 3, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

Mar 10, 2011: Students will be talked to about the importance of study island and the Indiana math standards as needed each month **Person:** math teachers

Mar 10, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

Mar 17, 2011: Students will be timed on how long on study island for the 9 weeks **Person:** math teachers

Mar 17, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

Mar 24, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

Mar 31, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

Apr 7, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

Apr 14, 2011: Students will be talked to about the importance of study island and the Indiana math standards as needed each month **Person:** math teachers

Apr 14, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

Apr 21, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

Apr 28, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

May 5, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

May 12, 2011: Students will be talked to about the importance of study island and the Indiana math standards as needed each month **Person:** math teachers

May 12, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

May 19, 2011: Students will be timed on how long on study island for the 9 weeks **Person:** math teachers

May 19, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

May 26, 2011: Students will work on study island once a week during math class and math remediation **Person:** math teachers

Success Period

May 1, 2010: Discuss programs/ideas to implement during Success Period at Staff Meeting **Person:** Brooke French

Jun 1, 2010: Place students in classrooms for Success Period **Person:** Jeff Sparks

Jul 12, 2010: Students will be scheduled in their grade level success period class **Person:** Jeff Sparks

Aug 16, 2010: Students on will receive organization activities and extra help/extra time **Person:** teachers

Aug 17, 2010: Students will receive extra help/extra time **Person:** teachers

Aug 18, 2010: Students will receive extra help/extra time **Person:** teachers

Aug 19, 2010: Students will receive extra help/extra time/ credit recovery **Person:** teachers

Aug 20, 2010: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers

Aug 20, 2010: Students/teachers will be talked to about the importance of extra time/extra help/credit recovery time as needed **Person:** teachers

Aug 20, 2010: Time will be logged on how long students spend with extra time/extra help **Person:** teachers

Aug 23, 2010: Students on will receive organization activities and extra help/extra time **Person:** teachers

Aug 24, 2010: Students will receive extra help/extra time **Person:** teachers

Aug 25, 2010: Students will receive extra help/extra time **Person:** teachers

Aug 26, 2010: Students will receive extra help/extra time/ credit recovery **Person:** teachers

Aug 27, 2010: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers

Aug 27, 2010: Time will be logged on how long students spend with extra time/extra help **Person:** teachers

Aug 30, 2010: Students on will receive organization activities and extra help/extra time **Person:** teachers

Aug 31, 2010: Students will receive extra help/extra time **Person:** teachers

Sep 1, 2010: Students will receive extra help/extra time **Person:** teachers

Sep 2, 2010: Students will receive extra help/extra time/ credit recovery **Person:** teachers

Sep 3, 2010: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers

Sep 3, 2010: Time will be logged on how long students spend with extra time/extra help **Person:** teachers

Sep 6, 2010: Students on will receive organization activities and extra help/extra time **Person:** teachers

Sep 7, 2010: Students will receive extra help/extra time **Person:** teachers

Sep 8, 2010: Students will receive extra help/extra time **Person:** teachers

Sep 9, 2010: Students will receive extra help/extra time/ credit recovery **Person:** teachers

Sep 10, 2010: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers

Sep 10, 2010: Time will be logged on how long students spend with extra time/extra help **Person:** teachers

Sep 13, 2010: Students on will receive organization activities and extra help/extra time **Person:** teachers

Sep 14, 2010: Students will receive extra help/extra time **Person:** teachers

Sep 15, 2010: Students will receive extra help/extra time **Person:** teachers

Sep 16, 2010: Students will receive extra help/extra time/ credit recovery **Person:** teachers

Sep 17, 2010: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers

Sep 17, 2010: Time will be logged on how long students spend with extra time/extra help **Person:** teachers

Sep 20, 2010: Students on will receive organization activities and extra help/extra time **Person:** teachers

Sep 21, 2010: Students will receive extra help/extra time **Person:** teachers

Apr 13, 2011: Students will receive extra help/extra time **Person:** teachers
Apr 14, 2011: Students will receive extra help/extra time/ credit recovery **Person:** teachers
Apr 15, 2011: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers
Apr 15, 2011: Time will be logged on how long students spend with extra time/extra help **Person:** teachers
Apr 18, 2011: Students on will receive organization activities and extra help/extra time **Person:** teachers
Apr 19, 2011: Students will receive extra help/extra time **Person:** teachers
Apr 20, 2011: Students will receive extra help/extra time **Person:** teachers
Apr 21, 2011: Students will receive extra help/extra time/ credit recovery **Person:** teachers
Apr 22, 2011: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers
Apr 22, 2011: Time will be logged on how long students spend with extra time/extra help **Person:** teachers
Apr 25, 2011: Students on will receive organization activities and extra help/extra time **Person:** teachers
Apr 26, 2011: Students will receive extra help/extra time **Person:** teachers
Apr 27, 2011: Students will receive extra help/extra time **Person:** teachers
Apr 28, 2011: Students will receive extra help/extra time/ credit recovery **Person:** teachers
Apr 29, 2011: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers
Apr 29, 2011: Students/teachers will be talked to about the importance of extra time/extra help/credit recovery time as needed
Person: teachers
Apr 29, 2011: Time will be logged on how long students spend with extra time/extra help **Person:** teachers
May 2, 2011: Students on will receive organization activities and extra help/extra time **Person:** teachers
May 3, 2011: Students will receive extra help/extra time **Person:** teachers
May 4, 2011: Students will receive extra help/extra time **Person:** teachers
May 5, 2011: Students will receive extra help/extra time/ credit recovery **Person:** teachers
May 6, 2011: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers
May 6, 2011: Time will be logged on how long students spend with extra time/extra help **Person:** teachers
May 9, 2011: Students on will receive organization activities and extra help/extra time **Person:** teachers
May 10, 2011: Students will receive extra help/extra time **Person:** teachers
May 11, 2011: Students will receive extra help/extra time **Person:** teachers
May 12, 2011: Students will receive extra help/extra time/ credit recovery **Person:** teachers
May 13, 2011: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers
May 13, 2011: Time will be logged on how long students spend with extra time/extra help **Person:** teachers
May 16, 2011: Students on will receive organization activities and extra help/extra time **Person:** teachers
May 17, 2011: Students will receive extra help/extra time **Person:** teachers
May 18, 2011: Students will receive extra help/extra time **Person:** teachers
May 19, 2011: Students will receive extra help/extra time/ credit recovery **Person:** teachers
May 20, 2011: Students will receive extra time/extra help/credit recovery/group and club time **Person:** teachers
May 20, 2011: Time will be logged on how long students spend with extra time/extra help **Person:** teachers
May 23, 2011: Students on will receive organization activities and extra help/extra time **Person:** teachers
May 24, 2011: Students will receive extra help/extra time **Person:** teachers
May 25, 2011: Students will receive extra help/extra time **Person:** teachers
May 26, 2011: Students will receive extra help/extra time/ credit recovery **Person:** teachers

Professional Development Summary

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

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

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring 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

No professional development is needed for this strategy.

Math Study Island

No professional development is needed for this strategy.

Success Period

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Student Accountability

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Teaching academic standards

No professional development is needed for this strategy.

I. Focused Academic Area: Individualized Reading Program

No professional development is needed for this strategy.

U. Focused Student Group: Improving Free and Reduced Students Math, English and Social Studies Skills

Training will be provided through a free webinar for teachers who need assistance with the program

Brief Description: Webinar provided by Study Island.

Intended Participants: Teachers

Date: Aug 16, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

U. Focused Student Group: Improving Gender Instruction

Improving Boys vs. Girl Instruction

Brief Description: Teachers will participate in a professional development workshop on understanding the differences between boys and girls in terms of academics.

Intended Participants: Teachers, Administrators

Date: Aug 13, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: TBA or Teacher Presented

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Mixed gender classes in middle school make it difficult for boys and girls behave.

Data Targets Influenced by This Concern:

- All students -- Promotion rate(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)
- 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: Improving Gender Instruction

We are concerned that... 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 -- Promotion rate(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:

- Success Period
- F. Encourage Rigorous Curriculum: Student Accountability
- F. Encourage Rigorous Curriculum: Teaching academic standards
- I. Focused Academic Area: Individualized Reading Program
- U. Focused Student Group: Special Education

We are concerned that... Students need extra time/extra help

Data Targets Influenced by This Concern:

- All students -- Promotion rate(average of raw numbers from seat data)

Strategies to Impact This Concern:

- Success Period
- F. Encourage Rigorous Curriculum: Student Accountability
- I. Focused Academic Area: Individualized Reading Program
- U. Focused Student Group: Improving Free and Reduced Students Math, English and Social Studies Skills
- U. Focused Student Group: Special Education

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All students -- Promotion rate(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:

- Authentic Assessment/Learning Styles
- Success Period
- F. Encourage Rigorous Curriculum: Student Accountability
- F. Encourage Rigorous Curriculum: Teaching academic standards

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 -- Promotion rate(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:

- Math Study Island
- 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: Improving Gender Instruction
- U. Focused Student Group: Special Education
- U. Focused Student Group: Improving Free and Reduced Students Math, English and Social Studies Skills
- U. Focused Student Group: Study Skills

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	In the junior high office
B. What rules or statutes would you like to waive in order to promote student learning? <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	Do not waive anything
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	NWEA testing which is predictive of ISTEP testing.

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2010-2011 school year