

School Improvement Plan - 2011-2012

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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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Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 10
- Strategies 11
- Strategy Data 14
- To-Do List 17
- Professional Development Summary 26
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 28
- Force Field Excerpt 30
- Continuous Improvement Timeline 31

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
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Charlie Cox - School Counselor
- Jenny Fidler - Parent/Guardian
- Hobie Harrison - Teacher
- Barbara Kirkman - Teacher
- Kelly Lannan - Teacher
- Jeffrey Sparks - Administrator

Strategy Chairs

- Brooke French'
- Gene Hall
- Hobie Harrison
- Barbara Kirkman
- Aaron Lynn
- ashley mathis
- Jeffrey Sparks
- Julie Sparks
- Kay Sullivan
- Steve Weber

Community Council

- Rhonda Brewer
- Jenny Fidler - business:
- Ann Gainey - 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 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)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
0	0%	50%	75%	55%		60%		62%		70%		

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	81%	70%	82%	72%		73%		75%		79%		

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	81.8%	80%	n/a	81%		83%		84%		85%		

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77%	71%	72%	76%	73%		75%		77%		78%		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	71%	72%	n/a	74%		75%		76%		77%		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	92.4%	86%	n/a	87%		88%		89%		90%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
37	30%	39	n/a	40		42		45		46%		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
37%	50%	39%	n/a	40%		41%		45%		46%		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	83%	74%	n/a	75%		76%		78%		79%		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64%	69%	65%	n/a	66		67		70		71%		100

Male students - % passing ISTEP English (AYP data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	73%	78%	n/a	79%		80%		82%		82%		100

Male students - % passing ISTEP Math (AYP data)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
89%	95%	90%	n/a	91%		92%		93%		94%		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... Students are reading below grade level and that students feel that reading is not an enjoyment.

Lexile scores are below grade level for reading in the 6th, 7th, 8th grade. Istep scores show reading comprehension scores are below level. Survey that students do not feel that reading is fun.

We are concerned that... Communication with parents and students needs improvement.

Students have high goals, but do very little to reach them. 30% of parents and students feel that standards are not being taught. Most teachers and students feel that numerous methods of assessment are used and parents do not.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Communication

Communication for this plan will be sent over Harmony via email. These include weekly progress reports, daily announcements, newsletters, and other announcements as needed. The principal also sends a newsletter once a month to parents. Report cards are sent home every nine weeks.

Impact Level: Low Impact

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Authentic Assessment/Learning Styles

During the school year, the teachers will collaborate with the principal learning instructional techniques for specific student learning styles and how to use authentic assessments based on Indiana Standards. Teachers will use a variety of teaching styles in the classroom and create lesson plans using at least three authentic assessments every nine weeks. The principal will monitor the teachers plan books. Students will be assessed using a variety of techniques. Teachers will report back on how well these techniques worked during monthly discussions.

Impact Level: High Impact - Inside

Focus: General

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

G. Attendance

ATTENDANCE POLICY The Linton-Stockton Middle School Curriculum is designed so that regular and consistent participation in assigned activities are essential to successful completion of all course. The grades assigned reflect not only the quantity but also the quality of work completed. The Greene County School Attendance Committee has developed the following regarding school attendance. All schools in Greene County will be using the definitions for attendance. All schools will be following the same guidelines to ensure that students are in attendance at school. **ATTENDANCE DEFINITIONS CERTIFIED**-These absences do not count toward the accumulation of days per semester/year. These days do count as a day of being absent from school. Students may make up all work and receive full credit for the work. Examples include: Doctor's visit with a written excuse, the excuses must be presented within 2 days or the absence will not be certified, family funeral, emergencies approved by administration, college visits. **LIMITED**-These absences are counted toward the accumulation per semester and per year.

Students will be allowed to make up all work and receive full credit for the work. Examples include: Staying home sick without a doctor's visit, prearranged absences. UNEXCUSED-These absences are counted toward the accumulation per semester and per year. Students will not receive credit for work missed during an unexcused absence. Examples include: Being truant from school, returning to school with no contact from a parent. If a student reaches six (6) counted absences in one year, additional absences that year will be unexcused without a doctor's statement. EXEMPT-As per state law the following do not count as a day missed from school and students may make up all missed work for full credit. • Prearranged permission to fulfill a state fair obligation • Prearranged permission to serve as a Page in the State Legislature School-sponsored activity • Prearranged permission to work for a candidate on Election Day • Court appearances deemed necessary by subpoena If a student reaches ten (10) unexcused in one school year a report will be made to Child Protective Services and the Greene County Prosecutor. Parents will receive notification of absence following the fourth absence per year and the seventh absence per year. At 10 days unexcused absences in one school year parents will be notified that the report will be made. School Nurse Students sent home by the school nurse before 9:00 a.m. will not be counted as excused. Students will need a note from the doctor to get the absence excused. The following absences do not count on the six-day quota: 1. Attending a funeral. 2. Absences while on suspension, exclusion, or expulsion. 3. Any other emergency - with approval of the principal or his designee. 4. Absences supported by a doctor's written excuse. See Excused Absences below. DAYS STUDENTS ARE NOT COUNTED ABSENT FROM SCHOOL (according to law): 1. Pre-arranged permission to fulfill a state fair assignment such as a 4-H commitment. 2. Pre-arranged permission serving as a Page in the State Legislature. 3. School sponsored activities; no parent/doctor statement is needed to re-enter student in school. 4. Pre-arranged permission to help candidates on Election Day. 5. Any student subpoenaed to appear in court and/or court appearances. STUDENT RESPONSIBILITIES EXCUSED ABSENCES: 1. On the day a student is going to be absent, not pre-arranged, it is the responsibility of the home to contact the school. A parent or guardian should call the school between 8:00 A.M. and 9:00 A.M. We are required by law to know where our students are and to know why they are not in school. If a parent/guardian does not call prior to 9:00 A.M., then the student is assumed truant. Therefore, if we have not heard from the home, school personnel will make an effort to contact the parents at work. 2. Upon returning to school, students should go to the office for an admit slip prior to their first class, or they will receive a tardy. The admit slip is to be presented to their teacher of each period missed for that teacher to initial where absenteeism has been recorded. 3. A student may make up work missed during an excused absence. However, it is the responsibility of the student to ask each teacher the day he/she returns to school as to what work is to be made up. If the absence is unexcused, any work missed may not be made up. 4. No student is permitted to leave the school grounds without permission from the office. A student leaving school grounds without permission will be considered truant. 5. Absence due to being suspended from a class by a classroom teacher. 6. Absence supported by a doctor's written excuse must be turned into the office within 48 hours after returning to school for the absence(s) not to count toward the six-day quota. UNEXCUSED ABSENCES: 1. Being truant from school - each class missed because of truancy will count toward the 6-day absence quota per semester. 2. Being late to class five (5) or more minutes, but upon review of the principal or designee it can be changed to excused. 3. Absence while on suspension, expulsion, or exclusion from school. 4. Returning to school without a note or a call from the parent/guardian. 5. Students who bring forged notes will have their absence(s) unexcused and will be given two days of In-School Detention.

Impact Level: Low Impact

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. Sixth grade students will participate in the Accelerated Reading Program and an assessment will be given two to three times a nine weeks.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Study Island

Students will go to the computer lab twice a month during math class and use Study Island to practice math skills in the Indiana standards. Teachers will be able to assign homework from this site as well.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Free and Reduced Lunch Students

Free/reduced lunch students will use Study Island, an online program designed to help them work at their own level to improve their skills in math, English and social studies. Teachers will be required to use the program twice a month. 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: Gender-Based 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 - Tutoring

Special education students with an IEP who have failed ISTEP will have the opportunity to receive extra math and English remediation. This tutoring will be after school during study tables with teachers or community members on Tuesdays, Wednesdays, and Thursdays as needed.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

Students during classes will work on real world problem solving so that students see a connection to what they learn at school and the real world. Each year students will create or update a four-year plan for graduation along with the importance of good citizenship, school attendance and study habits. This plan will be part of the student's permanent school record. Students, parents, and teachers will also be able to use the online resource of Learn More Indiana and Drive of Your Life during careers class or outside of school to help students prepare for a career and future.

Impact Level: Low Impact

Focus: General

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: Authentic Assessment/Learning Styles

Percent of lesson plans using various teaching styles

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
60	80%		85%	

F. Encourage Rigorous Curriculum: Teaching academic standards

lesson plans which allude to state standards

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
75	80		85	

I. Focused Academic Area: Individualized Reading Program

Number of minutes during each semester that is spent on SRA

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
50	60		70	

The percent of days that the reading aide assisted students.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
40	45		50	

I. Focused Academic Area: Math Study Island

Number of times students will log on to Study Island

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	80		85	

U. Focused Student Group: Free and Reduced Lunch Students

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60	65		70	

U. Focused Student Group: Gender-Based Instruction

number of lesson plans related to boys vs. girls

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
45	50		55	

U. Focused Student Group: Special Education - Tutoring

number of students attending study tables

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
55	60		65	

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.

Encourage Rigorous Curriculum

✓ **Apr 1, 2011:** Collect baseline data: lesson plans which allude to state standards **Person:**

✓ **Apr 1, 2011:** Collect baseline data: Percent of lesson plans using various teaching styles **Person:** Aaron Lynn and Jill Flater

Aug 12, 2011: On the first day of school, authentic assessment ideas and implementation will be reviewed by each teacher. **Person:** Aaron Lynn and Jill Flater

Aug 16, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Aug 16, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Aug 21, 2011: Send e-mail information about authentic assessments and include certain sites that offer Authentic Assessments. **Person:** Aaron Lynn and Jill Flater

Aug 23, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Aug 23, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Aug 30, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Aug 30, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Sep 6, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Sep 6, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Sep 13, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Sep 13, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Sep 20, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Sep 20, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Sep 27, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Sep 27, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Oct 4, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Oct 4, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Oct 11, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Oct 11, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Oct 15, 2011: Lesson plans will be checked at the end of each 9 weeks to make sure that each teacher is participating in the Authentic Assessment Activities. **Person:** Aaron Lynn and Jill Flater

Oct 15, 2011: Teachers will do at least three lessons a nine weeks using this. **Person:** Aaron Lynn and Jill Flater

Oct 18, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Oct 18, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Oct 25, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Oct 25, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 1, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 1, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 8, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 8, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 15, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 15, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 22, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 22, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 29, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 29, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Nov 30, 2011: Collect fall data: lesson plans which allude to state standards **Person:**

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

Dec 6, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Dec 6, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Dec 13, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Dec 13, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Dec 17, 2011: Lesson plans will be checked at the end of each 9 weeks to make sure that each teacher is participating in the Authentic Assessment Activities. **Person:** Aaron Lynn and Jill Flater

Dec 17, 2011: Teachers will do at least three lessons a nine weeks using this. **Person:** Aaron Lynn and Jill Flater

Dec 20, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Dec 20, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Dec 27, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Dec 27, 2011: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 3, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 3, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 10, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 10, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 17, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 17, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 24, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 24, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 31, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jan 31, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Feb 7, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Feb 7, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Feb 14, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Feb 14, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Feb 18, 2012: Lesson plans will be checked at the end of each 9 weeks to make sure that each teacher is participating in the Authentic Assessment Activities. **Person:** Aaron Lynn and Jill Flater

Feb 18, 2012: Teachers will do at least three lessons a nine weeks using this. **Person:** Aaron Lynn and Jill Flater

Feb 21, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Feb 21, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Feb 28, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Feb 28, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Mar 6, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Mar 6, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Mar 13, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Mar 13, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Mar 20, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Mar 20, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Mar 27, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Mar 27, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Apr 3, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Apr 3, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Apr 10, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Apr 10, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Apr 17, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Apr 17, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Apr 21, 2012: Lesson plans will be checked at the end of each 9 weeks to make sure that each teacher is participating in the Authentic Assessment Activities. **Person:** Aaron Lynn and Jill Flater

Apr 21, 2012: Teachers will do at least three lessons a nine weeks using this. **Person:** Aaron Lynn and Jill Flater

Apr 24, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Apr 24, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

May 1, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

May 1, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

May 8, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

May 8, 2012: Teachers will enter academic standards on lesson plans **Person:** all teachers

Jun 30, 2012: Collect spring data: lesson plans which allude to state standards **Person:**

Jun 30, 2012: Collect spring data: Percent of lesson plans using various teaching styles **Person:**

Focused Academic Area

- ✓ **Apr 1, 2011:** Collect baseline data: Number of times students will log on to Study Island **Person:**
- Aug 15, 2011:** During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers
- Aug 17, 2011:** Students will work on study island twice a month during math class and math remediation **Person:** math teachers
- Aug 20, 2011:** Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers
- Aug 28, 2011:** Students will take pre-test for study island. **Person:** math teachers
- Aug 30, 2011:** NWEA testing Fall **Person:** English teachers
- Sep 9, 2011:** Students will be talked to about the importance of study island and the Indiana math standards each month. **Person:** math teachers
- Sep 15, 2011:** During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers
- Sep 17, 2011:** Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers
- Sep 17, 2011:** Students will work on study island twice a month during math class and math remediation **Person:** math teachers
- Oct 14, 2011:** Students will be talked to about the importance of study island and the Indiana math standards each month. **Person:** math teachers
- Oct 15, 2011:** Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers
- Oct 15, 2011:** During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers
- Oct 15, 2011:** Students will be timed on how long on study island for the 9 weeks. **Person:** math teachers
- Oct 17, 2011:** Students will work on study island twice a month during math class and math remediation **Person:** math teachers
- Nov 11, 2011:** Students will be talked to about the importance of study island and the Indiana math standards each month. **Person:** math teachers
- Nov 15, 2011:** During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers
- Nov 17, 2011:** Students will work on study island twice a month during math class and math remediation **Person:** math teachers
- Nov 19, 2011:** Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers
- Nov 30, 2011:** Collect fall data: Number of minutes during each semester that is spent on SRA **Person:**
- Nov 30, 2011:** Collect fall data: Number of times students will log on to Study Island **Person:**
- Nov 30, 2011:** Collect fall data: The percent of days that the reading aide assisted students. **Person:**
- Dec 9, 2011:** Students will be talked to about the importance of study island and the Indiana math standards each month. **Person:** math teachers
- Dec 15, 2011:** During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers
- Dec 17, 2011:** Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers
- Dec 17, 2011:** Students will be timed on how long on study island for the 9 weeks. **Person:** math teachers
- Dec 17, 2011:** Students will work on study island twice a month during math class and math remediation **Person:** math teachers
- Jan 10, 2012:** NWEA testing Winter **Person:** English teachers
- Jan 13, 2012:** Students will be talked to about the importance of study island and the Indiana math standards each month. **Person:** math teachers
- Jan 15, 2012:** During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers
- Jan 17, 2012:** Students will work on study island twice a month during math class and math remediation **Person:** math teachers
- Jan 21, 2012:** Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers
- Feb 10, 2012:** Students will be talked to about the importance of study island and the Indiana math standards each month. **Person:** math teachers
- Feb 15, 2012:** During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers
- Feb 17, 2012:** Students will work on study island twice a month during math class and math remediation **Person:** math teachers
- Feb 18, 2012:** Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers
- Feb 18, 2012:** Students will be timed on how long on study island for the 9 weeks. **Person:** math teachers
- Mar 9, 2012:** Students will be talked to about the importance of study island and the Indiana math standards each month. **Person:** math teachers
- Mar 15, 2012:** During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers
- Mar 17, 2012:** Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers
- Mar 17, 2012:** Students will work on study island twice a month during math class and math remediation **Person:** math teachers
- Apr 13, 2012:** Students will be talked to about the importance of study island and the Indiana math standards each month. **Person:** math teachers

Apr 15, 2012: During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers

Apr 17, 2012: Students will work on study island twice a month during math class and math remediation **Person:** math teachers

Apr 21, 2012: Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers

Apr 21, 2012: Students will be timed on how long on study island for the 9 weeks. **Person:** math teachers

Apr 30, 2012: NWEA testing Spring **Person:** English teachers

May 15, 2012: During seventh and eighth grade English classes, students will participate in a reading program called SRA Reading Laboratory and Assessment. **Person:** Language arts teachers

May 17, 2012: Students will work on study island twice a month during math class and math remediation **Person:** math teachers

May 19, 2012: Collect fall data: The percent of days that the teacher spends on this activity. **Person:** English teachers

Jun 30, 2012: Collect spring data: Number of minutes during each semester that is spent on SRA **Person:**

Jun 30, 2012: Collect spring data: Number of times students will log on to Study Island **Person:**

Jun 30, 2012: Collect spring data: The percent of days that the reading aide assisted students. **Person:**

Focused Student Group

✓ **Apr 1, 2011:** Collect baseline data: number of lesson plans related to boys vs. girls **Person:**

✓ **Apr 1, 2011:** Collect baseline data: number of students attending study tables **Person:**

Aug 16, 2011: Register every student for Study Island **Person:** Kimberly Porter

Aug 20, 2011: Devise a schedule for classes to use computer lab **Person:** Kimberly Porter

Aug 20, 2011: Improving boys vs. girls instruction **Person:** Jeff Sparks

Aug 20, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Aug 20, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

Aug 23, 2011: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Aug 25, 2011: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

Aug 25, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Aug 25, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Aug 27, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Aug 28, 2011: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

Aug 28, 2011: Training will be provided through a free webinar for teachers who need assistance with the program. **Person:** Ashley Mathis

Aug 29, 2011: Check math students progress on Study Island **Person:** math teachers

Aug 29, 2011: check Social studies progress on Study Island **Person:** Barbara Kirkman

Aug 29, 2011: check student progress in English on Study Island **Person:** English teachers

Aug 29, 2011: Collect baseline data for students who attended study tables. **Person:** Julie Shock

Aug 29, 2011: Pretest all math students on Study Island **Person:** math teachers

Aug 29, 2011: Pretest all seventh grade students in math on Study Island **Person:** Ashley Mathis

Aug 29, 2011: Pretest all social studies students on Study Island **Person:** Barbara Kirkman

Aug 29, 2011: Pretest all students in English on Study Island **Person:** English teachers

Aug 29, 2011: Check special education progress on Study Island **Person:** Julie Shock

Sep 1, 2011: Check 7th grade student's progress in Math on Study Island **Person:** Ashley Mathis

Sep 1, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Sep 1, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

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

Sep 8, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Sep 8, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

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

Sep 15, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Sep 15, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

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

Sep 20, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

Sep 22, 2011: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

Sep 22, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

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

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

Sep 27, 2011: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Sep 28, 2011: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

Sep 29, 2011: Check math students progress on Study Island **Person:** math teachers

Sep 29, 2011: check Social studies progress on Study Island **Person:** Barbara Kirkman

Sep 29, 2011: check student progress in English on Study Island **Person:** English teachers

Sep 29, 2011: Check special education progress on Study Island **Person:** Julie Shock

Sep 29, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Sep 29, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Oct 1, 2011: Check 7th grade student's progress in Math on Study Island **Person:** Ashley Mathis

Oct 1, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Oct 6, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Oct 6, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Oct 8, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Oct 13, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Oct 13, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Oct 15, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Oct 20, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Oct 20, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

Oct 20, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Oct 22, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

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

Oct 27, 2011: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

Oct 27, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Oct 27, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Oct 28, 2011: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

Oct 29, 2011: Check math students progress on Study Island **Person:** math teachers

Oct 29, 2011: check Social studies progress on Study Island **Person:** Barbara Kirkman

Oct 29, 2011: check student progress in English on Study Island **Person:** English teachers

Oct 29, 2011: Check special education progress on Study Island **Person:** Julie Shock

Oct 29, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Nov 1, 2011: Check 7th grade student's progress in Math on Study Island **Person:** Ashley Mathis

Nov 3, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Nov 3, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Nov 5, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Nov 10, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Nov 10, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Nov 12, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Nov 17, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Nov 17, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Nov 19, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Nov 20, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

Nov 22, 2011: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Nov 24, 2011: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

Nov 24, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Nov 24, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Nov 26, 2011: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Nov 28, 2011: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

Nov 29, 2011: Check math students progress on Study Island **Person:** math teachers

Nov 29, 2011: check Social studies progress on Study Island **Person:** Barbara Kirkman

Nov 29, 2011: check student progress in English on Study Island **Person:** English teachers

Nov 29, 2011: Check special education progress on Study Island **Person:** Julie Shock

Nov 30, 2011: Collect fall data: number of lesson plans related to boys vs. girls **Person:**

Nov 30, 2011: Collect fall data: number of students attending study tables **Person:**

Nov 30, 2011: Collect fall data: Percent of English, math and social studies teachers who include Study Island in weekly plans **Person:**

Dec 1, 2011: Check 7th grade student's progress in Math on Study Island **Person:** Ashley Mathis

Dec 1, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Dec 1, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

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

Dec 8, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Dec 8, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

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

Dec 15, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Dec 15, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

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

Dec 20, 2011: Collect first semester follow up data for students who attend study tables. **Person:** Julie Shock

Dec 20, 2011: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

Dec 22, 2011: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

Dec 22, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

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

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

Dec 27, 2011: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Dec 28, 2011: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

Dec 29, 2011: Check math students progress on Study Island **Person:** math teachers

Dec 29, 2011: check Social studies progress on Study Island **Person:** Barbara Kirkman

Dec 29, 2011: check student progress in English on Study Island **Person:** English teachers

Dec 29, 2011: Check special education progress on Study Island **Person:** Julie Shock

Dec 29, 2011: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Dec 29, 2011: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

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

Jan 1, 2012: Check 7th grade student's progress in Math on Study Island **Person:** Ashley Mathis

Jan 5, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Jan 5, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Jan 7, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Jan 12, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Jan 12, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Jan 14, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Jan 19, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Jan 19, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Jan 20, 2012: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

Jan 21, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Jan 24, 2012: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Jan 26, 2012: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

Jan 26, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Jan 26, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Jan 28, 2012: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

Jan 28, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Jan 29, 2012: Check math students progress on Study Island **Person:** math teachers

Jan 29, 2012: check Social studies progress on Study Island **Person:** Barbara Kirkman

Jan 29, 2012: check student progress in English on Study Island **Person:** English teachers

Jan 29, 2012: Check special education progress on Study Island **Person:** Julie Shock

Feb 1, 2012: Check 7th grade student's progress in Math on Study Island **Person:** Ashley Mathis

Feb 2, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Feb 2, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Feb 4, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Feb 9, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Feb 9, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Feb 11, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Feb 16, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Feb 16, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Feb 18, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Feb 20, 2012: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

Feb 23, 2012: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

Feb 23, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Feb 23, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Feb 25, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Feb 28, 2012: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

Feb 28, 2012: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Feb 29, 2012: Check math students progress on Study Island **Person:** math teachers

Feb 29, 2012: check Social studies progress on Study Island **Person:** Barbara Kirkman

Feb 29, 2012: check student progress in English on Study Island **Person:** English teachers

Feb 29, 2012: Check special education progress on Study Island **Person:** Julie Shock

Mar 1, 2012: Check 7th grade student's progress in Math on Study Island **Person:** Ashley Mathis

Mar 1, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Mar 1, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Mar 3, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Mar 8, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Mar 8, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Mar 10, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Mar 15, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Mar 15, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Mar 17, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Mar 20, 2012: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

Mar 22, 2012: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

Mar 22, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Mar 22, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Mar 24, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Mar 27, 2012: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Mar 28, 2012: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

Mar 29, 2012: Check math students progress on Study Island **Person:** math teachers

Mar 29, 2012: check Social studies progress on Study Island **Person:** Barbara Kirkman

Mar 29, 2012: check student progress in English on Study Island **Person:** English teachers

Mar 29, 2012: Check special education progress on Study Island **Person:** Julie Shock

Mar 29, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Mar 29, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Mar 31, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Apr 1, 2012: Check 7th grade student's progress in Math on Study Island **Person:** Ashley Mathis

Apr 5, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Apr 5, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Apr 7, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Apr 12, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Apr 12, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Apr 14, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Apr 19, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Apr 19, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Apr 20, 2012: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

Apr 21, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Apr 24, 2012: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

Apr 26, 2012: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

Apr 26, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

Apr 26, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

Apr 28, 2012: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

Apr 28, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

Apr 29, 2012: Check math students progress on Study Island **Person:** math teachers

Apr 29, 2012: check Social studies progress on Study Island **Person:** Barbara Kirkman

Apr 29, 2012: check student progress in English on Study Island **Person:** English teachers

Apr 29, 2012: Collect final semester follow up data for students who attend study tables **Person:** Julie Shock

Apr 29, 2012: Check special education progress on Study Island **Person:** Julie Shock

Apr 30, 2012: collect final semester follow up data for students who attend study tables **Person:** Julie Shock

May 1, 2012: Check 7th grade student's progress in Math on Study Island **Person:** Ashley Mathis

May 3, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

May 3, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

May 5, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

May 6, 2012: collect Spring data: Percent of English, Math, and social studies teachers who include Study Island monthly. **Person:** Kimberly Porter

May 10, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

May 10, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

May 12, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

May 17, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

May 17, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

May 19, 2012: Teachers implement differentiation strategies on instructing boys vs. girls **Person:** all teachers

May 20, 2012: Team Leaders will encourage teachers to implement differentiated instruction **Person:** team leaders

May 22, 2012: Survey teachers to help determine use of differentiated instruction (boys vs. girls) **Person:** Gene Hall

May 24, 2012: Progress reports will be given to students in homeroom at the end of every week to special ed. students **Person:** Julie Shock

May 24, 2012: Special Ed. students who have a failing grade in math or English will be attending two mandatory study tables weekly. **Person:** Julie Shock

May 24, 2012: The special education teacher will keep track of dates in the computer under study tables weekly. **Person:** Julie Shock

May 28, 2012: Collect fall data: Percent of English, math and social teachers who include Study Island in monthly plans **Person:** Kimberly Porter

May 29, 2012: Check math students progress on Study Island **Person:** math teachers

May 29, 2012: check Social studies progress on Study Island **Person:** Barbara Kirkman

Jun 30, 2012: Collect spring data: number of lesson plans related to boys vs. girls **Person:**

Jun 30, 2012: Collect spring data: number of students attending study tables **Person:**

Jun 30, 2012: Collect spring data: Percent of English, math and social studies teachers who include Study Island in weekly plans **Person:**

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

F. Encourage Rigorous Curriculum: Authentic Assessment/Learning Styles

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Teaching academic standards

No professional development is needed for this strategy.

G. Attendance

Status: Submitted

I. Focused Academic Area: Individualized Reading Program

No professional development is needed for this strategy.

I. Focused Academic Area: Math Study Island

No professional development is needed for this strategy.

U. Focused Student Group: Free and Reduced Lunch Students

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

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers

Date: Aug 28, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: free

Does this activity occur during the school day? No

U. Focused Student Group: Gender-Based Instruction

Improving boys vs. girls instruction

Brief Description: Principal will give various ways to address this problem.

Intended Participants: Teachers

Date: Aug 20, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: free

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education - Tutoring

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... Students are reading below grade level and that students feel that reading is not an enjoyment.

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:

- G. Attendance
- F. Encourage Rigorous Curriculum: Teaching academic standards
- I. Focused Academic Area: Individualized Reading Program

We are concerned that... Communication with parents and students needs improvement.

Data Targets Influenced by This Concern:

- All students -- Promotion rate(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)

Strategies to Impact This Concern:

- Communication

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

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:

- G. Attendance
- F. Encourage Rigorous Curriculum: Teaching academic standards
- F. Encourage Rigorous Curriculum: Authentic Assessment/Learning Styles

I. Focused Academic Area (IN Rules)

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:

- G. Attendance
- I. Focused Academic Area: Individualized Reading Program
- I. Focused Academic Area: Math Study Island

U. Focused Student Group (IN Rules)

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:

- G. Attendance
- U. Focused Student Group: Special Education - Tutoring
- U. Focused Student Group: Gender-Based Instruction
- U. Focused Student Group: Free and Reduced Lunch Students

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- G. Attendance
- X. Graduation Plan

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	The Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <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. 	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	yes, our attendance rate is 97.6%.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	NWEA Testing-Students are computer tested on language arts, reading comprehension, and math.

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 2013-2014 school year