

School Improvement Plan - 2013-2014

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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
- 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

- Jenny Bradbury - Parent/Guardian
- Charlie Cox - School Counselor
- Hobie Harrison - Teacher
- Mary Beth Jerrells - Community Representative (Business)
- Barbara Kirkman - Teacher
- Kelly Lannan - Teacher
- Jeffrey Sparks - Administrator

Strategy Chairs

- Charlie Cox
- Hobie Harrison
- Barbara Kirkman
- Kelly Lannan
- Aaron Lynn
- ashley mathis
- Jeffrey Sparks
- Julie Sparks
- Steve Weber

Community Council

- Rhonda Brewer - parent
- Nicky Carr - parent
- Jenny Fidler - business:
- Hobie Harrison - community/parent
- Mary Beth Jerrells - Parent
- Barbara Kirkman - community/parent
- Kelly Lannan - parent
- Bette MENG - community/business
- Jeffrey Sparks - community
- Tammy Sparks - 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 Text (average of raw numbers)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	70%	60%	73%	62%		70%		75%		76%		100

All Students - A-F Accountability

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	n/a	83%	81%	84%		85%		88%		89%		100

All students - Promotion rate(average of raw numbers)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	92%	73%	93%	75%		79%		80%		81%		100%

All students taking ISTEP English - % Mastery Of Vocabulary(average of raw numbers)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	79%	75%	73%	77%		78%		80%		81%		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	81%	75%	74.4%	76%		77%		80%		82%		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87%	79%	88%	85.1%	89%		90%		92%		93%		100%

All students with an IEP - % passing English ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	27.6%	42%	47.4%	45%		46%		47%		48%		100

All students with an IEP - % passing ISTEP math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	43.3%	41%	55%	45%		46%		47%		48%		100

Free/Reduced students - % passing ISTEP math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	73.5%	76%	78.9%	78%		79%		80%		81%		100

Free/Reduced students - % passing ISTEP English

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66%	72.5%	67%	66.4%	70%		71%		72%		73%		100

Male students - % passing ISTEP English

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	78.6%	80%	68.3%	82%		82%		83%		84%		100

Male students - % passing ISTEP Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
91%	81.2%	92%	78.8%	80%		82%		83%		84%		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... 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.

We are concerned that... Students feel that reading is not an enjoyment and the data supports that students are reading below reading level.

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.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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: High Impact - Outside

Focus: General

Million word Club

Using Accelerated Reader, students will count words as they read. Reaching 1 million words will be the goal. Students will receive various incentives as their words accumulate. This will happen throughout the year. There will be a chart in the hallway for members.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Authentic Assessment/Learning Styles

Teachers will give a learning style inventory at the beginning of the year. Teachers will use this information to guide a variety of instructional methods based on students various learning styles. If needed, teachers may seek professional development.

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 daily lessons. This will be measured in lesson plans and standard based assessments.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

The Linton-Stockton Middle School Curriculum is designed so that regular and consistent participation in assigned activities are essential to successful completion of all courses. 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 same definitions for attendance. All schools will be following the same guidelines to ensure that students are in attendance at school.

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 Accelerated Reader 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. Students in the 8th grade will blog and use My Big Campus to have open dialogue about various aspects of literature assignments. 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 - Outside

Focus: Specific

X. Graduation Plan

Each year 8th grade students will create or update a four-year plan for graduation along with the importance of good citizenship, school attendance and study habits. It will include the students intent to graduate. This plan will be part of the student's permanent school record. During classes teachers will assign real world problem solving so that students see a connection to what they learn at school and the real world. Students, parents, and teachers will also be able to use the online resource of Learn More Indiana and Drive of Your Life during Social Studies 8th grade class or outside of school to help students prepare for a career and future.

Impact Level: High Impact - Inside

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: Teaching academic standards

Percent of teacher lesson plans which allude to state standards

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

I. Focused Academic Area: Individualized Reading Program

Number of minutes during each semester that is spent on SRA

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				
5220	5300		6000	

I. Focused Academic Area: Math Study Island

Percent of teacher lesson plans that indicate re-teaching of concepts by varied methods

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				
20%	30%		50%	

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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50%	80		100	

U. Focused Student Group: Gender-Based Instruction

Percent of teachers whose weekly lesson plans include instructional techniques that reflect the differences in how male students learn opposed to female students

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
40	50		60	

U. Focused Student Group: Special Education - Tutoring

Percent of teachers using varied instructional methods during tutoring

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60	65		70	

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

May 10, 2013: Learning Style Inventory **Person:** Hobie Harrison and Barb Kirkman
Aug 13, 2013: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
Aug 13, 2013: Lesson Plans will also be placed in folder in office **Person:** Teachers
Aug 13, 2013: Lesson Plans will be counted **Person:** Jeff Sparks
Aug 13, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Aug 13, 2013: Teachers will enter lesson plans with differentiated instructions three times **Person:** Teachers
Aug 20, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Aug 27, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Sep 3, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Sep 10, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Sep 13, 2013: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
Sep 17, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Sep 24, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Oct 1, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Oct 8, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Oct 13, 2013: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
Oct 15, 2013: Lesson Plans will also be placed in folder in office **Person:** Teachers
Oct 15, 2013: Lesson Plans will be counted **Person:** Jeff Sparks
Oct 15, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Oct 15, 2013: Teachers will enter lesson plans with differentiated instructions three times **Person:** Teachers
Oct 22, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Oct 29, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Nov 5, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Nov 12, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Nov 13, 2013: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
Nov 19, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Nov 26, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Nov 30, 2013: Collect fall data: Percent of teacher lesson plans which allude to state standards **Person:** Barbara Kirkman
Dec 3, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Dec 10, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Dec 13, 2013: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
Dec 17, 2013: Lesson Plans will also be placed in folder in office **Person:** Teachers
Dec 17, 2013: Lesson Plans will be counted **Person:** Jeff Sparks
Dec 17, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Dec 17, 2013: Teachers will enter lesson plans with differentiated instructions three times **Person:** Teachers
Dec 24, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Dec 31, 2013: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Jan 7, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Jan 13, 2014: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
Jan 14, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Jan 21, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Jan 28, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Feb 4, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Feb 11, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman

Feb 13, 2014: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
Feb 18, 2014: Lesson Plans will also be placed in folder in office **Person:** Teachers
Feb 18, 2014: Lesson Plans will be counted **Person:** Jeff Sparks
Feb 18, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Feb 18, 2014: Teachers will enter lesson plans with differentiated instructions three times **Person:** Teachers
Feb 25, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Mar 4, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Mar 11, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Mar 13, 2014: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
Mar 18, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Mar 25, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Apr 1, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Apr 8, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Apr 13, 2014: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
Apr 15, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Apr 22, 2014: Lesson Plans will also be placed in folder in office **Person:** Teachers
Apr 22, 2014: Lesson Plans will be counted **Person:** Jeff Sparks
Apr 22, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Apr 22, 2014: Teachers will enter lesson plans with differentiated instructions three times **Person:** Teachers
Apr 29, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
May 6, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
May 13, 2014: Differentiation through Learning Styles Reading Group **Person:** Jeff Sparks
May 13, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
May 20, 2014: Teachers will enter academic standards in lesson plans daily **Person:** Barbara Kirkman
Jun 30, 2014: Collect spring data: Percent of teacher lesson plans which allude to state standards **Person:** Barbara Kirkman

Focused Academic Area

Aug 13, 2013: Students will complete a project about the book **Person:** 6th grade English teacher
Aug 13, 2013: Students will read accelerated readers **Person:** 6th grade English teacher
Aug 13, 2013: students will take a test of accelerated reader book **Person:** 6th grade English Teacher
Aug 13, 2013: Teachers will keep track of minutes read **Person:** 6th grade English teachers
Aug 13, 2013: Teachers will use study island to re-teach material and place in lesson plans **Person:** Hobie Harrison
Sep 8, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Sep 13, 2013: Students will read accelerated readers **Person:** 6th grade English teacher
Sep 15, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Sep 22, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Sep 29, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Oct 6, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Oct 13, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Oct 13, 2013: Students will read accelerated readers **Person:** 6th grade English teacher
Oct 15, 2013: Students will complete a project about the book **Person:** 6th grade English teacher
Oct 15, 2013: students will take a test of accelerated reader book **Person:** 6th grade English Teacher
Oct 15, 2013: Teachers will keep track of minutes read **Person:** 6th grade English teachers
Oct 15, 2013: Teachers will use study island to re-teach material and place in lesson plans **Person:** Hobie Harrison
Oct 20, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Oct 27, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Nov 3, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Nov 10, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Nov 13, 2013: Students will read accelerated readers **Person:** 6th grade English teacher
Nov 17, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Nov 24, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Nov 30, 2013: Collect fall data: Number of minutes during each semester that is spent on SRA **Person:** Kelly Lannan
Nov 30, 2013: Collect fall data: Percent of teacher lesson plans that indicate re-teaching of concepts by varied methods **Person:** Hobie Harrison
Dec 1, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Dec 8, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Dec 13, 2013: Students will read accelerated readers **Person:** 6th grade English teacher
Dec 15, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Dec 17, 2013: Students will complete a project about the book **Person:** 6th grade English teacher

Dec 17, 2013: students will take a test of accelerated reader book **Person:** 6th grade English Teacher
Dec 17, 2013: Teachers will keep track of minutes read **Person:** 6th grade English teachers
Dec 17, 2013: Teachers will use study island to re-teach material and place in lesson plans **Person:** Hobie Harrison
Dec 22, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Dec 29, 2013: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Jan 5, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Jan 12, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Jan 13, 2014: Students will read accelerated readers **Person:** 6th grade English teacher
Jan 19, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Jan 26, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Feb 2, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Feb 9, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Feb 13, 2014: Students will read accelerated readers **Person:** 6th grade English teacher
Feb 16, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Feb 18, 2014: Students will complete a project about the book **Person:** 6th grade English teacher
Feb 18, 2014: students will take a test of accelerated reader book **Person:** 6th grade English Teacher
Feb 18, 2014: Teachers will keep track of minutes read **Person:** 6th grade English teachers
Feb 18, 2014: Teachers will use study island to re-teach material and place in lesson plans **Person:** Hobie Harrison
Feb 23, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Mar 2, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Mar 9, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Mar 13, 2014: Students will read accelerated readers **Person:** 6th grade English teacher
Mar 16, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Mar 23, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Mar 30, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Apr 6, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Apr 13, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Apr 13, 2014: Students will read accelerated readers **Person:** 6th grade English teacher
Apr 20, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Apr 22, 2014: Students will complete a project about the book **Person:** 6th grade English teacher
Apr 22, 2014: students will take a test of accelerated reader book **Person:** 6th grade English Teacher
Apr 22, 2014: Teachers will keep track of minutes read **Person:** 6th grade English teachers
Apr 22, 2014: Teachers will use study island to re-teach material and place in lesson plans **Person:** Hobie Harrison
Apr 27, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
May 4, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
May 11, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
May 13, 2014: Students will read accelerated readers **Person:** 6th grade English teacher
May 18, 2014: Students will attend study island sessions in computer lab **Person:** Hobie Harrison
Jun 30, 2014: Collect spring data: Number of minutes during each semester that is spent on SRA **Person:** Kelly Lannan
Jun 30, 2014: Collect spring data: Percent of teacher lesson plans that indicate re-teaching of concepts by varied methods **Person:** Hobie Harrison

Focused Student Group

Sep 8, 2013: Lesson plans will include who is using study island in class **Person:** Teachers
Sep 8, 2013: Students will attend study island sessions in computer lab **Person:** Teachers
Sep 8, 2013: Students will be assigned to after school tutoring **Person:** Teachers
Sep 8, 2013: Teacher will read a book Boys and Girls Learn Differently and Action Guide for Teachers **Person:** Jeff Sparks
Sep 8, 2013: Teacher will read a book Boys and Girls Learn Differently and Action Guide for Teachers **Person:** Jeff Sparks
Sep 8, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers
Sep 8, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers
Sep 15, 2013: Students will attend study island sessions in computer lab **Person:** Teachers
Sep 15, 2013: Students will be assigned to after school tutoring **Person:** Teachers
Sep 15, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers
Sep 15, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers
Sep 22, 2013: Students will attend study island sessions in computer lab **Person:** Teachers
Sep 22, 2013: Students will be assigned to after school tutoring **Person:** Teachers
Sep 22, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers
Sep 22, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers
Sep 29, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Sep 29, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Sep 29, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Sep 29, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Oct 6, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Oct 6, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Oct 6, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Oct 6, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Oct 13, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Oct 13, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Oct 13, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Oct 13, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Oct 20, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Oct 20, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Oct 20, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Oct 20, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Oct 27, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Oct 27, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Oct 27, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Oct 27, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Nov 3, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Nov 3, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Nov 3, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Nov 3, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Nov 10, 2013: Lesson plans will include who is using study island in class **Person:** Teachers

Nov 10, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Nov 10, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Nov 10, 2013: Teacher will read a book Boys and Girls Learn Differently and Action Guide for Teachers **Person:** Jeff Sparks

Nov 10, 2013: Teacher will read a book Boys and Girls Learn Differently and Action Guide for Teachers **Person:** Jeff Sparks

Nov 10, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Nov 10, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Nov 17, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Nov 17, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Nov 17, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Nov 17, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Nov 24, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Nov 24, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Nov 24, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Nov 24, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Nov 30, 2013: Collect fall data: Percent of English, math and social studies teachers who include Study Island in weekly plans
Person: Ashley Mathis

Nov 30, 2013: Collect fall data: Percent of teachers using varied instructional methods during tutoring **Person:** Julie Sparks

Nov 30, 2013: Collect fall data: Percent of teachers whose weekly lesson plans include instructional techniques that reflect the differences in how male students learn opposed to female students **Person:**

Dec 1, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Dec 1, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Dec 1, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Dec 1, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Dec 8, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Dec 8, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Dec 8, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Dec 8, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Dec 15, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Dec 15, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Dec 15, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Dec 15, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Dec 22, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Dec 22, 2013: Students will be assigned to after school tutoring **Person:** Teachers

Dec 22, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Dec 22, 2013: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Dec 29, 2013: Students will attend study island sessions in computer lab **Person:** Teachers

Mar 30, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Apr 6, 2014: Students will attend study island sessions in computer lab **Person:** Teachers

Apr 6, 2014: Students will be assigned to after school tutoring **Person:** Teachers

Apr 6, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Apr 6, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Apr 13, 2014: Students will attend study island sessions in computer lab **Person:** Teachers

Apr 13, 2014: Students will be assigned to after school tutoring **Person:** Teachers

Apr 13, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Apr 13, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Apr 20, 2014: Students will be assigned to after school tutoring **Person:** Teachers

Apr 20, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Apr 20, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Apr 27, 2014: Students will be assigned to after school tutoring **Person:** Teachers

Apr 27, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Apr 27, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Apr 27, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

May 4, 2014: Students will be assigned to after school tutoring **Person:** Teachers

May 4, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

May 4, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

May 11, 2014: Students will be assigned to after school tutoring **Person:** Teachers

May 11, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

May 11, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

May 11, 2014: Teachers will implement activities for boys and girls in the classroom **Person:** Teachers

Jun 30, 2014: Collect spring data: Percent of English, math and social studies teachers who include Study Island in weekly plans
Person: Ashley Mathis

Jun 30, 2014: Collect spring data: Percent of teachers using varied instructional methods during tutoring **Person:** Julie Sparks

Jun 30, 2014: Collect spring data: Percent of teachers whose weekly lesson plans include instructional techniques that reflect the differences in how male students learn opposed to female students **Person:**

Million word Club

Aug 13, 2013: Incentives awarded **Person:** 7th and 8th grade English teachers

Aug 13, 2013: Number of words read by the students **Person:** 7th and 8th grade English Teachers

Aug 13, 2013: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

Aug 13, 2013: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Aug 20, 2013: Incentives awarded **Person:** 7th and 8th grade English teachers

Aug 20, 2013: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

Aug 20, 2013: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Aug 27, 2013: Incentives awarded **Person:** 7th and 8th grade English teachers

Aug 27, 2013: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

Aug 27, 2013: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Sep 3, 2013: Incentives awarded **Person:** 7th and 8th grade English teachers

Sep 3, 2013: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

Sep 3, 2013: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Sep 10, 2013: Incentives awarded **Person:** 7th and 8th grade English teachers

Sep 10, 2013: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

Sep 10, 2013: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Sep 13, 2013: Number of words read by the students **Person:** 7th and 8th grade English Teachers

Sep 17, 2013: Incentives awarded **Person:** 7th and 8th grade English teachers

Sep 17, 2013: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

Sep 17, 2013: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Sep 24, 2013: Incentives awarded **Person:** 7th and 8th grade English teachers

Sep 24, 2013: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

Sep 24, 2013: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Oct 1, 2013: Incentives awarded **Person:** 7th and 8th grade English teachers

Apr 15, 2014: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Apr 22, 2014: Incentives awarded **Person:** 7th and 8th grade English teachers

Apr 22, 2014: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

Apr 22, 2014: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Apr 29, 2014: Incentives awarded **Person:** 7th and 8th grade English teachers

Apr 29, 2014: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

Apr 29, 2014: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

May 6, 2014: Incentives awarded **Person:** 7th and 8th grade English teachers

May 6, 2014: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

May 6, 2014: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

May 13, 2014: Incentives awarded **Person:** 7th and 8th grade English teachers

May 13, 2014: Number of words read by the students **Person:** 7th and 8th grade English Teachers

May 13, 2014: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

May 13, 2014: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

May 20, 2014: Incentives awarded **Person:** 7th and 8th grade English teachers

May 20, 2014: Record of students in English classrooms **Person:** 7th and 8th grade English teachers

May 20, 2014: Words are counted by books or 3 random pages count words and divide by 3 times the number of pages total in the book **Person:** English teachers 7th and 8th grade

Professional Development Summary

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

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

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

Million word Club

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Authentic Assessment/Learning Styles

Differentiation through Learning Styles Reading Group

Brief Description: Teachers will read a book on Learning Styles and teaching strategies

Intended Participants: Teachers, Administrators

Dates: Aug 13, 2013; Sep 13, 2013; Oct 13, 2013; Nov 13, 2013; Dec 13, 2013; Jan 13, 2014; Feb 13, 2014; Mar 13, 2014; Apr 13, 2014; May 13, 2014

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Study Group

Funding: Professional development

Does this activity occur during the school day? No

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.

I. Focused Academic Area: Math Study Island

No professional development is needed for this strategy.

U. Focused Student Group: Free and Reduced Lunch Students

No professional development is needed for this strategy.

U. Focused Student Group: Gender-Based Instruction

Teacher will read a book Boys and Girls Learn Differently and Action Guide for Teachers

Brief Description: Teachers will work in study groups on how boys and girls learn differently and activities that are implemented in classrooms

Intended Participants: Teachers, Administrators

Dates: Sep 8, 2013; Nov 10, 2013; Jan 12, 2014; Mar 16, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Study Group

Funding: Professional development

Does this activity occur during the school day? No

Teacher will read a book Boys and Girls Learn Differently and Action Guide for Teachers

Brief Description: Teachers will work in study groups on how boys and girls learn differently and activities that are implemented in classrooms

Intended Participants: Teachers, Administrators

Dates: Sep 8, 2013; Nov 10, 2013; Jan 12, 2014; Mar 16, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Study Group

Funding: Professional development

Does this activity occur during the school day? No

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... Communication with parents and students needs improvement.

Data Targets Influenced by This Concern:

- All students -- Promotion rate(average of raw numbers)
- All students taking ISTEP English in grade 8 -- % passing English ISTEP
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP

Strategies to Impact This Concern:

- Communication

We are concerned that... Students feel that reading is not an enjoyment and the data supports that students are reading below reading level.

Data Targets Influenced by This Concern:

- All Students -- % Mastery of Literary Text (average of raw numbers)
- All students -- Promotion rate(average of raw numbers)
- All students taking ISTEP English -- % Mastery Of Vocabulary(average of raw numbers)
- All students taking ISTEP English in grade 8 -- % passing English ISTEP
- All students with an IEP -- % passing English ISTEP
- Free/Reduced students -- % passing ISTEP English
- Male students -- % passing ISTEP English

Strategies to Impact This Concern:

- Million word Club
- I. Focused Academic Area: Individualized Reading Program

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- A-F Accountability
- All students -- Promotion rate(average of raw numbers)
- All students taking ISTEP English in grade 8 -- % passing English ISTEP
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP

Strategies to Impact This Concern:

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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- % Mastery of Literary Text (average of raw numbers)
- All Students -- A-F Accountability
- All students -- Promotion rate(average of raw numbers)
- All students taking ISTEP English -- % Mastery Of Vocabulary(average of raw numbers)
- All students taking ISTEP English in grade 8 -- % passing English ISTEP
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP
- All students with an IEP -- % passing English ISTEP
- All students with an IEP -- % passing ISTEP math
- Free/Reduced students -- % passing ISTEP math
- Free/Reduced students -- % passing ISTEP English
- Male students -- % passing ISTEP English
- Male students -- % passing ISTEP Math

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- % Mastery of Literary Text (average of raw numbers)
- All Students -- A-F Accountability
- All students -- Promotion rate(average of raw numbers)
- All students taking ISTEP English -- % Mastery Of Vocabulary(average of raw numbers)
- All students taking ISTEP English in grade 8 -- % passing English ISTEP
- All students with an IEP -- % passing English ISTEP
- All students with an IEP -- % passing ISTEP math
- Free/Reduced students -- % passing ISTEP math
- Free/Reduced students -- % passing ISTEP English
- Male students -- % passing ISTEP English
- Male students -- % passing ISTEP Math

Strategies to Impact This Concern:

- Million word Club
- 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
- All students taking ISTEP Math in grade 8 -- % passing Math ISTEP
- All students with an IEP -- % passing English ISTEP
- All students with an IEP -- % passing ISTEP math
- Free/Reduced students -- % passing ISTEP math
- Free/Reduced students -- % passing ISTEP English
- Male students -- % passing ISTEP English
- Male students -- % passing ISTEP Math

Strategies to Impact This Concern:

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

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All students -- Promotion rate(average of raw numbers)

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?	In 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, we will maintain the same attendance policy as in the past. It is a county wide attendance policy.
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. North West Educational testing is for math and English on the computer online system. The test is standards based and common core based. Students can take the test up to four times a year.

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