

School Improvement Plan - 2014-2015

Generated on June 3, 2014 at 9:19 PM

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:



American Student Achievement Institute
3925 E. Hagan St. Suite 105
Bloomington, IN 47401
Phone: 812-349-4142
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Comprehensive Needs Assessment / Areas of Concern 10
- Strategies 12
- Strategy Data 15
- To-Do List 16
- Professional Development Summary 27
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 29
- Force Field Excerpt 32
- Continuous Improvement Timeline 33

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 American 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:

- American Student Achievement Institute
- Indiana Rules and Regulations
- Priority

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-Making

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
- Pam Puckett - Teacher
- Jeffrey Sparks - Administrator

Strategy Chairs

- Cory Beeson
- Charlie Cox
- Hobie Harrison
- Barbara Kirkman
- Kelly Lannan
- Aaron Lynn
- ashley mathis
- Pam Puckett
- Jeffrey Sparks
- special education teacher
- Andrea Wilson

Community Council

- Stacy Glenn - parent
- Tabitha Gordon - parent
- Hobie Harrison - community/parent
- Dawn Hauser - parent
- Mary Beth Jerrells - Parent
- Barbara Kirkman - community/parent
- Pam Puckett - teacher
- Jeffrey Sparks - community

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 invested 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 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 society. We believe that all students should have access to extra help and guidance with any problems that they may encounter. We believe that all students deserve to learn in a nurturing environment with adults who have high expectations and value education and our youth. All students deserve to learn personal management, listening, social, and behavioral skills. All students should realize that an education is not something that they are given but that they must work to achieve. All students understand 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 are educators: parents, guardians, all school corporation employees and community members who educate either formally or by example are included in this group. The community supports all students in their quest for success. All educators display a positive and enthusiastic attitude. Teachers understand the Indiana Academic Standards and Core Standards. Teachers use a variety of teaching methods and strategies to insure each student's success on ISTEP. Teachers provide an inviting, encouraging atmosphere, which recognizes individual challenges and accomplishments. They present materials in an interesting fashion and use teaching methods aimed at all students, thus providing for individual differences in learning. Teachers offer study tables Tuesday through Thursday after school in order to meet individual student's problems. Teachers also provide a safe low-risk environment for all students. All teachers provide fair and consistent rules for all students Teachers meet with parents and students as problems arise to promote open communication. Teachers, parents, and students work together as a team to ensure the success of each student. Parents are actively involved in their child's education. Parents are supportive of the school rules and personnel. The community works as the final piece of the success puzzle. Many local businesses provide school supplies for students and are actively involved during Red Ribbon Week.

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

In an environment where these goals are met, all students have high expectations of themselves. Students enjoy going to school and becoming life-long learners. Students are on time and doing their personal best. They are involved in a curriculum, that is demanding, and they are meeting it with success. Students are able to listen to instructions, organize their thoughts and complete a quality project Students show respect towards the staff, parents, and other students. Students meet with teachers when they need help. Students believe that they can achieve their goals, and because of this, exhibit high self-esteem. Students are planning their future and working toward graduation. Students believe in themselves and see a purpose for school by connecting learning to adulthood.

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 or above grade level: 100%
- % of students who pass all subjects: 100%
- % of students who are promoted: 100%
- % of students who will graduate: 100%
- % of students who are at or above grade level in mathematics: 100%
- % of students who are at or above grade level in English: 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 Vocabulary (average of raw numbers)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	73	77	75	78		80		82		84		100

All Students - % Mastery of Literary Text (average of raw numbers)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	73	62	70	73		76		78		80		100

All students - % passing ISTEP+ Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	74.5	75	71.2	74		77		80		82		100

All Students - % passing ISTEP+ Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	80.8	84	75.9	79		81		83		85		100

All students - Promotion rate (average of raw numbers)

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	93	75	95	96		97		98		99		100

Free/Reduced students - % passing ISTEP+ Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	78.9	78	77.6	80		82		84		86		100

Free/Reduced students - % passing ISTEP+ Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67	66.4	70	67.8	71		74		77		79		100

Male students - % passing ISTEP+ Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	68.3	82	60.8	64		68		71		74		100

Male students - % passing ISTEP+ Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
92	78.8	80	74.8	77		80		82		84		100

Students with an IEP - % passing ISTEP+ Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
42	47.4	45	43.8	49		54		59		63		100

Students with an IEP - % passing ISTEP+ Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
41	55	45	50	55		59		63		67		100

Comprehensive 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.

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.

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

We are concerned that... Graduation Plan

We are concerned that... Student behavior is interfering with learning

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:

Strategies

Ability Grouped Classes

The team leaders will schedule students with the principal. These classes (Social Studies, Science, Language Arts, and Math) will be grouped into high especially so that these students can be more challenged. Students who failed ISTEP will be grouped especially for remediation. This will be ready to go by June. Ability grouped classes will be provided daily in the academic areas of language arts, math, science, and social studies. For each academic area the school will provide honor level classes for above proficient students, regular level classes for proficient students, and remedial level classes for below proficient students]. Students will be identified by team leaders for the ability classes based on results from ISTEP+ scores, Acuity diagnostics, previous year's grades, and teacher recommendation as well as NWEA. The team leaders will give their recommendations to the principal. The principal will work with the counselor to place and schedule students in ability classes by June for the next year. There will be differentiated instruction for each group and this will be based on where the student is academically. Students with high abilities will be pushed to do higher ability lessons in each class. Teachers will show in their lesson plan how each class has been changed for its participants.

Impact Level: Low Impact

Focus: General

Attendance

The Greene County School Attendance Committee has developed a policy 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. In addition to this, students are rewarded by being able to purchase rewards at the end of the semester for no more than four absences from each class.

Impact Level: Low Impact

Focus: General

Checkbook Incentive System

Students will be given a check book with some money in it. Students will earn money for reward behaviors and lose money for deduction behaviors. The Incentive System will start on the first day of school and first hour teachers will do the leg work for the strategy. Students must have their checkbook on them at all times. Incentive System will be explained to parents on the week of August 4, 2014. 8th grade ASAI students will model reward behaviors at the parent night. Reward behaviors and deduction behaviors will be posted in every teacher's classroom and in the office. Deductions will be made for bathroom passes, locker passes, tardies, late homework, and disruptive behavior. Rewards include money for test grades, caught being good, 5 week and 9 week grades C or above, and projects that exceed expectations. Team meetings and team leader meetings as well as checkbook committee will meet monthly to discuss or revise the plan. This will allow teachers to discuss issues and the group will make decisions based on those discussions. This information will be discussed with the students as needed.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum - Standards Based Lessons

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. The principal will monitor lesson plans to assure that teachers are meeting standards. This is also including in the RISE documentation. Standards will be placed in lesson plans in Harmony for the principal to audit the standards for each teacher. Each teacher has a curriculum map to follow for the year and is presented to the principal at the beginning of the year. Teachers will meet once a month to discuss curriculum in curriculum meetings. Teachers may use learning connections as well as other sites on the internet for standards. Team leaders will help with discussions of strategies. Opportunity and funding will be provided for teachers to attend workshops and conferences in their curriculum areas.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Areas - Math and English Enrichment

Students will be scheduled on a rotating basis for math and language arts enrichment. During enrichment period, one day a week, students will be placed on study island with the teacher creating a lesson. This lesson will incorporate the week's standards for math and language arts. For the other four days, students will rotate and do an enrichment which is catered to their group. This will be based on ISTEP, Acuity and NWEA scores. These lessons will be created by the math and language arts teachers and will be individualized according to ability group. Students will also use the Acuity lessons after they take Acuity for the first time. These will be done in conjunction with study island. Language arts and math teachers will monitor this and will include this as part of their regular class grade. Teachers will assign and track lessons according to data available.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group - Free/Reduced Students

Free/reduced lunch students will use Study Island, and online program designed to help them work at their own level to improve their skill in math, language arts, and social studies after school. Teachers may use existing labs to meet with students during this time.

Impact Level: Low Impact

Focus: Specific

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

Focused Student Group - Special Education Extra Help

Special education students with an IEP who have failed ISTEP and Acuity will have the opportunity to receive extra math and English remediation. Remediation will be after school during study tables with teachers or community members on Tuesdays, Wednesdays, and Thursdays as needed. Instruction will be based on individual needs on ISTEP and Acuity. Students will also receive this instruction during enrichment period. ISTEP and Acuity data for remediation.

Impact Level: High Impact - Outside

Focus: Specific

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. Students, parents, and teachers will also be able to use the online resource of Learn More Indiana and Drive of Your Life during outside of school to help students prepare for a career and future. The high school guidance counselor will meet with the students in language arts classroom to create their four year plan and will email parents about the resources for career readiness.

Impact Level: Low Impact

Focus: General

Parent-School Communication

Parent-school communication will be sent through Harmony via mass 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. Open Middle School forums are held bi-weekly for parents, students, and community members. The school secretary will email parents about the forum and all school communication. Parents and community members may communicate with the school through phone calls, emails, and the open forum. Some teachers also communicate with parents and students through the program Remind 101. School also sends school reach calls to parents who do not have internet. Parents may share concerns through parents club and open forum, along with email to teachers.

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.

Encourage Rigorous Curriculum - Standards Based Lessons

Percent of teacher lesson plans that use state standards

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80	90		100	

Focused Academic Areas - Math and English Enrichment

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
70	75		80	

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 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
40	50		55	

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.

Ability Grouped Classes

May 15, 2014: A list of all students data will be obtained from the R drive **Person:** Pam Puckett
May 21, 2014: Teams will ability group students for the grade next year **Person:** Team Leaders
Jun 11, 2014: Team leaders will meet to create the schedules **Person:** Pam Puckett
Aug 5, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Aug 5, 2014: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Aug 5, 2014: New students will be scheduled according to test scores **Person:** Pam Puckett
Aug 5, 2014: Talk to talk to again teachers **Person:** Jeff Sparks
Aug 12, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Aug 14, 2014: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Aug 14, 2014: Lesson plans will show differentiation for lessons, tests, and quizzes **Person:** Teachers
Aug 19, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Aug 26, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Sep 2, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Sep 9, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Sep 16, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Sep 23, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Sep 30, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Oct 7, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Oct 7, 2014: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Oct 7, 2014: Talk to talk to again teachers **Person:** Jeff Sparks
Oct 9, 2014: Adjustments will be made following NWEA and Acuity **Person:** Team Leaders
Oct 9, 2014: Growth of students on Acuity and NWEA **Person:** Math and English Teachers
Oct 14, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Oct 16, 2014: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Oct 16, 2014: Lesson plans will show differentiation for lessons, tests, and quizzes **Person:** Teachers
Oct 21, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Oct 28, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Nov 4, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Nov 11, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Nov 18, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Nov 25, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Dec 2, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Dec 9, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Dec 9, 2014: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Dec 9, 2014: Talk to talk to again teachers **Person:** Jeff Sparks
Dec 11, 2014: Growth of students on Acuity and NWEA **Person:** Math and English Teachers
Dec 16, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Dec 18, 2014: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Dec 18, 2014: Lesson plans will show differentiation for lessons, tests, and quizzes **Person:** Teachers
Dec 23, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Dec 30, 2014: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Jan 6, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Jan 13, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Jan 20, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers

Jan 27, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Feb 3, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Feb 10, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Feb 10, 2015: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Feb 10, 2015: Talk to talk to again teachers **Person:** Jeff Sparks
Feb 12, 2015: Growth of students on Acuity and NWEA **Person:** Math and English Teachers
Feb 17, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Feb 19, 2015: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Feb 19, 2015: Lesson plans will show differentiation for lessons, tests, and quizzes **Person:** Teachers
Feb 24, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Mar 3, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Mar 10, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Mar 17, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Mar 24, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Mar 31, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Apr 7, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Apr 14, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Apr 14, 2015: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Apr 14, 2015: Talk to talk to again teachers **Person:** Jeff Sparks
Apr 16, 2015: Growth of students on Acuity and NWEA **Person:** Math and English Teachers
Apr 21, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
Apr 23, 2015: Lesson plans will be evaluated according to differentiation **Person:** Jeff Sparks
Apr 23, 2015: Lesson plans will show differentiation for lessons, tests, and quizzes **Person:** Teachers
Apr 28, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
May 5, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
May 12, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers
May 19, 2015: Each grade level team will have ongoing discussions about student placement **Person:** Teachers

Checkbook Incentive System

Jun 11, 2014: Checkbook committee will meet **Person:** Ashley Mathis
Jul 11, 2014: Checkbook committee will meet **Person:** Ashley Mathis
Aug 6, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Aug 6, 2014: Students will be given a checkbook at the beginning of the year with the Incentive program outline **Person:** First period teachers
Aug 7, 2014: First period student will be asked for checkbook randomly **Person:** Teachers
Aug 7, 2014: Participation in reward program **Person:** Ashley Mathis
Aug 8, 2014: ASAI students model behavior at parent night **Person:** Hobie Harrison
Aug 8, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Aug 8, 2014: Incentive program will be explained to parents the first week of school **Person:** Jeff Sparks
Aug 11, 2014: Checkbook committee will meet **Person:** Ashley Mathis
Aug 13, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Aug 15, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Aug 15, 2014: Talk to talk to again teachers **Person:** Jeff Sparks
Aug 20, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Aug 22, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Aug 27, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Aug 29, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Sep 3, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Sep 5, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Sep 10, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Sep 11, 2014: Checkbook committee will meet **Person:** Ashley Mathis
Sep 12, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Sep 17, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Sep 19, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Sep 24, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Sep 26, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Oct 1, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Oct 3, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Oct 8, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers

Oct 9, 2014: First period student will be asked for checkbook randomly **Person:** Teachers
Oct 9, 2014: Participation in reward program **Person:** Ashley Mathis
Oct 10, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Oct 11, 2014: Checkbook committee will meet **Person:** Ashley Mathis
Oct 15, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Oct 17, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Oct 17, 2014: Talk to talk to again teachers **Person:** Jeff Sparks
Oct 22, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Oct 24, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Oct 29, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Oct 31, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Nov 5, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Nov 7, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Nov 11, 2014: Checkbook committee will meet **Person:** Ashley Mathis
Nov 12, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Nov 14, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Nov 19, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Nov 21, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Nov 26, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Nov 28, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Dec 3, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Dec 5, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Dec 10, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Dec 11, 2014: Checkbook committee will meet **Person:** Ashley Mathis
Dec 11, 2014: First period student will be asked for checkbook randomly **Person:** Teachers
Dec 11, 2014: Participation in reward program **Person:** Ashley Mathis
Dec 12, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Dec 17, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Dec 19, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Dec 19, 2014: Talk to talk to again teachers **Person:** Jeff Sparks
Dec 24, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Dec 26, 2014: Deductions and rewards will happen as they occur **Person:** Teachers
Dec 31, 2014: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Jan 2, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Jan 7, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Jan 9, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Jan 11, 2015: Checkbook committee will meet **Person:** Ashley Mathis
Jan 14, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Jan 16, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Jan 21, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Jan 23, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Jan 28, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Jan 30, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Feb 4, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Feb 6, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Feb 11, 2015: Checkbook committee will meet **Person:** Ashley Mathis
Feb 11, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Feb 12, 2015: First period student will be asked for checkbook randomly **Person:** Teachers
Feb 12, 2015: Participation in reward program **Person:** Ashley Mathis
Feb 13, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Feb 18, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Feb 20, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Feb 20, 2015: Talk to talk to again teachers **Person:** Jeff Sparks
Feb 25, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Feb 27, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Mar 4, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Mar 6, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Mar 11, 2015: Checkbook committee will meet **Person:** Ashley Mathis
Mar 11, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Mar 13, 2015: Deductions and rewards will happen as they occur **Person:** Teachers

Mar 18, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Mar 20, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Mar 25, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Mar 27, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Apr 1, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Apr 3, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Apr 8, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Apr 10, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Apr 11, 2015: Checkbook committee will meet **Person:** Ashley Mathis
Apr 15, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Apr 16, 2015: First period student will be asked for checkbook randomly **Person:** Teachers
Apr 16, 2015: Participation in reward program **Person:** Ashley Mathis
Apr 17, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Apr 22, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
Apr 24, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
Apr 24, 2015: Talk to talk to again teachers **Person:** Jeff Sparks
Apr 29, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
May 1, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
May 6, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
May 8, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
May 11, 2015: Checkbook committee will meet **Person:** Ashley Mathis
May 13, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
May 15, 2015: Deductions and rewards will happen as they occur **Person:** Teachers
May 20, 2015: New students will be given checkbook by their first period teacher upon arrival **Person:** First period teachers
May 21, 2015: number of discipline referrals **Person:** Ashley Mathis

Encourage Rigorous Curriculum - Standards Based Lessons

Aug 8, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Aug 8, 2014: Teachers will create a curriculum map **Person:** Teachers
Aug 8, 2014: Teachers will give curriculum map to Mr. Sparks for approval(Standards will be attached) **Person:** Teachers
Aug 8, 2014: Units will be created based on standards **Person:** Teachers
Aug 8, 2014: Units will be divided into lessons and standard based **Person:** Teachers
Aug 15, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Aug 22, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Aug 29, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Sep 5, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Sep 12, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Sep 19, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Sep 26, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Oct 3, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Oct 10, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Oct 17, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Oct 24, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Oct 31, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Nov 7, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Nov 14, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Nov 21, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Nov 28, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Nov 30, 2014: Collect fall data: Percent of teacher lesson plans that use state standards **Person:** Jeff Sparks
Dec 5, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Dec 12, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Dec 19, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Dec 26, 2014: Lesson plans will be monitored **Person:** Jeff Sparks
Jan 2, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Jan 9, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Jan 16, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Jan 23, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Jan 30, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Feb 6, 2015: Lesson plans will be monitored **Person:** Jeff Sparks

Feb 13, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Feb 20, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Feb 27, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Mar 6, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Mar 13, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Mar 20, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Mar 27, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Apr 3, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Apr 10, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Apr 17, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Apr 24, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
May 1, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
May 8, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
May 15, 2015: Lesson plans will be monitored **Person:** Jeff Sparks
Jun 30, 2015: Collect spring data: Percent of teacher lesson plans that use state standards **Person:** Jeff Sparks

Focused Academic Areas - Math and English Enrichment

Aug 7, 2014: Curriculum meetings to discuss issues **Person:** Math and English Teachers
Aug 8, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
Aug 8, 2014: Pre-test and post-test created on paper or on My Big Campus or study island **Person:** Math and English Teachers
Aug 8, 2014: Students remediation as tests are given **Person:** Math and English Teachers
Aug 8, 2014: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Aug 15, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
Aug 15, 2014: Pre-test administered on my Big Campus or study island **Person:** Math and English Teachers
Aug 15, 2014: Students remediation as tests are given **Person:** Math and English Teachers
Aug 15, 2014: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Aug 22, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
Aug 22, 2014: Students remediation as tests are given **Person:** Math and English Teachers
Aug 22, 2014: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Aug 29, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
Aug 29, 2014: Students remediation as tests are given **Person:** Math and English Teachers
Aug 29, 2014: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Sep 5, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
Sep 5, 2014: Students remediation as tests are given **Person:** Math and English Teachers
Sep 5, 2014: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Sep 12, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
Sep 12, 2014: Students remediation as tests are given **Person:** Math and English Teachers
Sep 12, 2014: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Sep 19, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
Sep 19, 2014: Students remediation as tests are given **Person:** Math and English Teachers
Sep 19, 2014: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Sep 26, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
Sep 26, 2014: Students remediation as tests are given **Person:** Math and English Teachers
Sep 26, 2014: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Oct 3, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
Oct 3, 2014: Students remediation as tests are given **Person:** Math and English Teachers
Oct 3, 2014: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Oct 9, 2014: Curriculum meetings to discuss issues **Person:** Math and English Teachers
Oct 10, 2014: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers

May 1, 2015: Students remediation as tests are given **Person:** Math and English Teachers
May 1, 2015: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
May 8, 2015: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
May 8, 2015: Students remediation as tests are given **Person:** Math and English Teachers
May 8, 2015: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
May 11, 2015: Post-test administered on my Big Campus **Person:** Math and English Teachers
May 15, 2015: Based on scores NWEA, Acuity, and ISTEP the math and English teachers will separate students according to deficiencies for remediation **Person:** Math and English Teachers
May 15, 2015: Students remediation as tests are given **Person:** Math and English Teachers
May 15, 2015: Students who excel on the tests will be given enrichment **Person:** Math and English Teachers
Jun 30, 2015: Collect spring data: Percent of teacher lesson plans that indicate re-teaching of concepts by varied methods **Person:**

Focused Student Group - Gender Based Instruction

Jun 11, 2014: Team leaders will look for professional development in this area **Person:** Team Leaders
Aug 16, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Aug 23, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Aug 30, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Sep 6, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Sep 12, 2014: Discussion during curriculum meetings: gender based instruction **Person:** Teachers
Sep 13, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Sep 15, 2014: Share at teacher meetings: successes with gender based differentiation **Person:** Teachers
Sep 20, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Sep 27, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Sep 30, 2014: Talk to talk to again **Person:** Team Leaders
Oct 4, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Oct 10, 2014: Discussion during curriculum meetings: gender based instruction **Person:** Teachers
Oct 11, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Oct 18, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Oct 20, 2014: Share at teacher meetings: successes with gender based differentiation **Person:** Teachers
Oct 25, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Nov 1, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Nov 8, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Nov 14, 2014: Discussion during curriculum meetings: gender based instruction **Person:** Teachers
Nov 15, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Nov 17, 2014: Share at teacher meetings: successes with gender based differentiation **Person:** Teachers
Nov 22, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Nov 29, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Nov 30, 2014: 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 2, 2014: Talk to talk to again **Person:** Team Leaders
Dec 6, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Dec 12, 2014: Discussion during curriculum meetings: gender based instruction **Person:** Teachers
Dec 13, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Dec 15, 2014: Share at teacher meetings: successes with gender based differentiation **Person:** Teachers
Dec 20, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Dec 27, 2014: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Jan 3, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Jan 9, 2015: Discussion during curriculum meetings: gender based instruction **Person:** Teachers
Jan 10, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Jan 17, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Jan 19, 2015: Share at teacher meetings: successes with gender based differentiation **Person:** Teachers
Jan 24, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Jan 31, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Feb 3, 2015: Talk to talk to again **Person:** Team Leaders
Feb 7, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Feb 13, 2015: Discussion during curriculum meetings: gender based instruction **Person:** Teachers
Feb 14, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Feb 16, 2015: Share at teacher meetings: successes with gender based differentiation **Person:** Teachers

Feb 21, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Feb 28, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Mar 7, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Mar 13, 2015: Discussion during curriculum meetings: gender based instruction **Person:** Teachers
Mar 14, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Mar 16, 2015: Share at teacher meetings: successes with gender based differentiation **Person:** Teachers
Mar 21, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Mar 28, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Apr 4, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Apr 7, 2015: Talk to talk to again **Person:** Team Leaders
Apr 10, 2015: Discussion during curriculum meetings: gender based instruction **Person:** Teachers
Apr 11, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Apr 18, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
Apr 20, 2015: Share at teacher meetings: successes with gender based differentiation **Person:** Teachers
Apr 25, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
May 2, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
May 8, 2015: Discussion during curriculum meetings: gender based instruction **Person:** Teachers
May 9, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
May 16, 2015: Lesson plans will specify to typical boy learning **Person:** Jeff Sparks
May 18, 2015: Share at teacher meetings: successes with gender based differentiation **Person:** Teachers
Jun 30, 2015: 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:**

Focused Student Group - Special Education Extra Help

Aug 7, 2014: Attendance for study tables **Person:** special ed teacher
Aug 14, 2014: Attendance for study tables **Person:** special ed teacher
Aug 21, 2014: Attendance for study tables **Person:** special ed teacher
Aug 21, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Aug 21, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Aug 28, 2014: Attendance for study tables **Person:** special ed teacher
Aug 28, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Aug 28, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Sep 4, 2014: Attendance for study tables **Person:** special ed teacher
Sep 4, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Sep 4, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Sep 11, 2014: Attendance for study tables **Person:** special ed teacher
Sep 11, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Sep 11, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Sep 18, 2014: Attendance for study tables **Person:** special ed teacher
Sep 18, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Sep 18, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Sep 25, 2014: Attendance for study tables **Person:** special ed teacher
Sep 25, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Sep 25, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Oct 2, 2014: Attendance for study tables **Person:** special ed teacher
Oct 2, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Oct 2, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Oct 9, 2014: Attendance for study tables **Person:** special ed teacher
Oct 9, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Oct 9, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Oct 16, 2014: Attendance for study tables **Person:** special ed teacher
Oct 16, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Oct 16, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Oct 23, 2014: Attendance for study tables **Person:** special ed teacher
Oct 23, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Oct 23, 2014: Students will attend study tables at least once a week **Person:** special ed teacher
Oct 30, 2014: Attendance for study tables **Person:** special ed teacher
Oct 30, 2014: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Oct 30, 2014: Students will attend study tables at least once a week **Person:** special ed teacher

Mar 26, 2015: Attendance for study tables **Person:** special ed teacher
Mar 26, 2015: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Mar 26, 2015: Students will attend study tables at least once a week **Person:** special ed teacher
Apr 2, 2015: Attendance for study tables **Person:** special ed teacher
Apr 2, 2015: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Apr 2, 2015: Students will attend study tables at least once a week **Person:** special ed teacher
Apr 9, 2015: Attendance for study tables **Person:** special ed teacher
Apr 9, 2015: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Apr 9, 2015: Students will attend study tables at least once a week **Person:** special ed teacher
Apr 16, 2015: Attendance for study tables **Person:** special ed teacher
Apr 16, 2015: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Apr 16, 2015: Students will attend study tables at least once a week **Person:** special ed teacher
Apr 23, 2015: Attendance for study tables **Person:** special ed teacher
Apr 23, 2015: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Apr 23, 2015: Students will attend study tables at least once a week **Person:** special ed teacher
Apr 30, 2015: Attendance for study tables **Person:** special ed teacher
Apr 30, 2015: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
Apr 30, 2015: Students will attend study tables at least once a week **Person:** special ed teacher
May 7, 2015: Attendance for study tables **Person:** special ed teacher
May 7, 2015: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
May 7, 2015: Students will attend study tables at least once a week **Person:** special ed teacher
May 14, 2015: Attendance for study tables **Person:** special ed teacher
May 14, 2015: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
May 14, 2015: Students will attend study tables at least once a week **Person:** special ed teacher
May 21, 2015: Attendance for study tables **Person:** special ed teacher
May 21, 2015: Specific lessons will be based on test scores and IEP **Person:** special ed teacher
May 21, 2015: Students will attend study tables at least once a week **Person:** special ed teacher

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Ability Grouped Classes

No professional development is needed for this strategy.

Checkbook Incentive System

No professional development is needed for this strategy.

Encourage Rigorous Curriculum - Standards Based Lessons

No professional development is needed for this strategy.

Focused Academic Areas - Math and English Enrichment

No professional development is needed for this strategy.

Focused Student Group - Gender Based Instruction

Discussion during curriculum meetings: gender based instruction

Brief Description: Teachers will bring ideas to curriculum meetings and discuss how they are instructing to benefit both boys and girls

Intended Participants: Teachers

Dates: Sep 12, 2014; Oct 10, 2014; Nov 14, 2014; Dec 12, 2014; Jan 9, 2015; Feb 13, 2015; Mar 13, 2015; Apr 10, 2015; May 8, 2015

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Share at teacher meetings: successes with gender based differentiation

Brief Description: Teachers will share at monthly teacher meetings any successes or failures for gender based differentiation

Intended Participants: Teachers, Administrators

Dates: Sep 15, 2014; Oct 20, 2014; Nov 17, 2014; Dec 15, 2014; Jan 19, 2015; Feb 16, 2015; Mar 16, 2015; Apr 20, 2015; May 18, 2015

Activity Purpose: Feedback/Support, Refinement

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Team leaders will look for professional development in this area

Brief Description: Team leaders will look for professional development on boys and girls learning styles.

Intended Participants: Teachers, Administrators

Date: Jun 11, 2014

Activity Purpose: Skill Building

Activity Format: Talk to, Presentation, Study Group, Professional Reading, Site Visit

Funding: none

Does this activity occur during the school day? No

Focused Student Group - Special Education Extra Help

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.

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)
- Free/Reduced students -- % passing ISTEP+ Math
- Free/Reduced students -- % passing ISTEP+ Language Arts
- Male students -- % passing ISTEP+ Language Arts
- Male students -- % passing ISTEP+ Math

Strategies to Impact This Concern:

- Parent-School 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 Vocabulary (average of raw numbers)
- All Students -- % Mastery of Literary Text (average of raw numbers)
- All students -- % passing ISTEP+ Language Arts
- All students -- Promotion rate (average of raw numbers)
- Free/Reduced students -- % passing ISTEP+ Language Arts
- Male students -- % passing ISTEP+ Language Arts
- Students with an IEP -- % passing ISTEP+ Language Arts

Strategies to Impact This Concern:

- Focused Student Group - Gender Based Instruction

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- All students -- % Mastery of Vocabulary (average of raw numbers)
- All Students -- % Mastery of Literary Text (average of raw numbers)
- All students -- % passing ISTEP+ Language Arts
- All Students -- % passing ISTEP+ Math

Strategies to Impact This Concern:

- Ability Grouped Classes
- Encourage Rigorous Curriculum - Standards Based Lessons

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- All students -- % Mastery of Vocabulary (average of raw numbers)
- All Students -- % Mastery of Literary Text (average of raw numbers)
- All students -- % passing ISTEP+ Language Arts
- All Students -- % passing ISTEP+ Math
- All students -- Promotion rate (average of raw numbers)

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- All students -- % Mastery of Vocabulary (average of raw numbers)
- All Students -- % Mastery of Literary Text (average of raw numbers)
- All students -- % passing ISTEP+ Language Arts
- All Students -- % passing ISTEP+ Math
- All students -- Promotion rate (average of raw numbers)

Strategies to Impact This Concern:

- Focused Academic Areas - Math and English Enrichment

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- Free/Reduced students -- % passing ISTEP+ Math
- Free/Reduced students -- % passing ISTEP+ Language Arts
- Male students -- % passing ISTEP+ Language Arts
- Male students -- % passing ISTEP+ Math
- Students with an IEP -- % passing ISTEP+ Language Arts
- Students with an IEP -- % passing ISTEP+ Math

Strategies to Impact This Concern:

- Ability Grouped Classes
- Focused Student Group - Free/Reduced Students
- Focused Student Group - Gender Based Instruction
- Focused Student Group - Special Education Extra Help

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Graduation Plan

We are concerned that... Student behavior is interfering with learning

Data Targets Influenced by This Concern:

- All students -- % passing ISTEP+ Language Arts
- All Students -- % passing ISTEP+ Math
- All students -- Promotion rate (average of raw numbers)

Strategies to Impact This Concern:

- Checkbook Incentive System

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?	office; library and superintendent's 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. 	No rules or statutes waived.
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, there is a county attendance policy for schools
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	NWEA is a growth model test of students over standards for Indiana and Common Core. This test is based on a student's ability and questions are generated on the ability of the student and if the correct answer is given. Acuity is a test given in those classes who are given ISTEP. Acuity predictive is given for each of the time students. This testing is based on standards and common core.

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2016-2017 school year