

School Improvement Plan - PL221 Version - 2008-2011

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Lanesville Jr-Sr HS (2613)

Lanesville Community School Corp

Lanesville, 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

Lanesville Jr-Sr HS

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Jenny Beach - Community Representative (Business)
- Deborah Clark - Teacher
- Melissa Jackson - School Counselor
- Janet Page - Administrator
- Kathy Sarkisian - Parent/Guardian
- Barbara Schmelz - Teacher

Strategy Chairs

- Martha Beckort
- Dane Carter
- Melissa Jackson
- Eric Morgan
- Robin Morgan
- Janet Page
- Sharon Rothrock
- Linda Steder

Community Council

- Jane Berkley - Nurse
- Mark Bleecker - Factory
- Judy Ketterer - Teacher Aid
- Connie Leffler - Office Manager
- Judie Moore - Substitute Teacher
- Tammy Richert - Parent
- Ed Roberts - Computer Tech
- Robert Schickel - Self-Employed
- David Schmelz - Bus Driver
- Larry Schmelz - Warehouse
- Brenda Wilson - Owner

Vision Statement

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

We believe all students deserve:

We believe all students deserve to be surrounded by a network of caring adults who respect all students. We believe all students deserve to be presented with opportunities to succeed. We believe all students deserve to be accepted as independent thinkers. We believe all students deserve a well-prepared, dynamic faculty who engage students in the learning process and who encourage students to explore, be innovative, be active in the learning process. We believe all students deserve a rich, diverse curriculum, filled with opportunities to recognize and experience different cultures.

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 living by these core convictions daily and, as a result, demonstrate the following attitudes and actions: Each teacher, counselor, administrator, parent and community member has high expectations of all students and work collaboratively to help all students reach those expectations. All adults have overcome preconceived bias in response to a student's behavior/actions in order to maintain a positive learning environment. - Teachers have been trained in differentiated learning and learning style techniques/applications. - Teachers create opportunities to tie learning with real-world experiences using expanded curricula, business alliances and technology. - School and community members continue their commitment to provide facilities and materials/resources to help all students achieve individual, high goals. - Community members and parents are involved not only in activities at schools, but also in the student's lives by 1) mentoring, 2) visibly supporting excellence, 3) modeling conflict resolution, resiliency, and self-esteem skills and 4) exposing students to career exploration and job-shadowing experiences. All adults work together to provide extra time and help for students through tutoring, advising and providing a variety of support initiatives. Adults provide advisory programs for students through homeroom, clubs, athletics, a comprehensive developmental guidance program integrated into regular subject areas, and community service opportunities. Parents are also actively involved with their children's education by volunteering and having regular discussions with their child and/or mentee to compliment classroom learning, career goals, real-world connections, and social development.

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

In the environment where all adults are living by their core convictions, all students have high expectations of themselves and are positively and actively engaged in learning. Students are self-motivated, independent thinkers who succeed both in and out of the school by accepting responsibility for their education and focusing on the need to pursue identified plans for the future. Each student exhibits strong personal management, citizenship, and team-building skills. Students demonstrate an appreciation and tolerance for different backgrounds and cultures. These positive attributes are reinforced by a caring student management program that is fair, accountable, and emphasizes individual responsibility and respect. Each student possesses the self-knowledge, career awareness, and skills required to make sound educational and career decisions. Students have meaningful future plans that reflect their desire to become lifelong learners, either in an academic or purely practical sense.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who graduate with a diploma: 100%
- % of students who pass Graduation Qualifying Exam in Grade 10: 100%
- % of students who pass all classes: 100%
- % of students who earn a Core 40 diploma: 100%
- % of students who earn an Indiana Academic Honors Diploma: 100%
- % of students who pass first year Algebra: 100%
- % of students who pass Geometry: 100%
- % of students who pass Algebra II: 100%
- % of students who pass math beyond Algebra II: 100%
- % of students who score 1600 on SAT: 100%
- % of students who earn 3 or above on AP exam: 100%
- % of students who earn post-secondary credit: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	75	85	78	86.5	74	87		89		90		100

10th Grade Students - % of 10th grade ISTEP (GQE) tests that are passing in ENGLISH

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	78	85	83	86	71	87		88		89		100

10th Grade Students - % of 10th grade ISTEP (GQE) tests that are passing in MATH

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	64	85	74	86	69	87		88		89		100

12th Grade Students - % of 12th grade students earning AHD

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	39	55	33	60		65		70		75		100

12th Grade Students - % of 12th grade students graduating

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
96	95	97	98	98		99		100		100		100

12th Grade Students - % students passing AP exams with a score of 3 or higher

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	6	40	0	45		50		55		60		100

12th Grade Students (graduating) - % of graduating students earning Core 40 Diplomas

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	61	70	46	75		80		85		90		100

8th Grade Students - % of 8th grade ISTEP tests that are passing in ENGLISH

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	63	85	75	86	88	89		90		91		100

8th Grade Students - % of 8th grade ISTEP tests that are passing in MATH

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	72	81	81	83	86	88		90		91		100

9th Grade students - % of 9th grade students passing all classes

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88	91	90	92	93		94		95		96		100

All ISTEP tests for Free and Reduced Lunch students - Average % passing ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	30	57	48	59	48	61		65		70		100

All Students - % of students passing on Indiana Academic Standard "writing process"

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			74	76	81	82		83		84		100

All students taking the ISTEP assessment (across grades) - % passing ISTEP Eng/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	78	78	77	79		80		83		85		100

All students taking the ISTEP assessment (across grades) - % passing ISTEP MATH

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71	76	78	80	82		85		88		89		100

Remediated students - % of remediated students passing the GQE re-test -E/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	20	70	25	72		74		76		78		100

Remediated Students - % of remediated students passing the GQE re-test- MATH

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	27.5	65	25	70		72		74		76		100

Students enrolled in Core 40 courses - % of students passing Core 40 end of course Algebra exams

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
20	13	25	25	30		35		40		45		100

Students enrolled in Core 40 courses - % of students passing Core 40 end of course English 11 exams

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	42	65	53	70		75		80		82		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Belief that all students can pass all classes

83.5% of freshmen pass all classes.

Concern: Consistent tracking of remediation

36.3% of remediated students pass GQE English; 36.8% pass Math.

Concern: Faculty/Staff on-going training and support

Resources Force Field 69% of faculty perceive they have adequate resources to support curriculum.

Concern: Indiana Academic Standard--Writing Process

ISTEP scores at grades 7, 8, 9 show "writing process" as the lowest performance standard

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Differentiated Instruction (DI)

Classroom Teachers and Support Staff will be trained in each of the nine instructional strategies included in Robert Marzano's books, Classroom Instruction That Works, and The Art and Science of Teaching. Training on the nine strategies will occur during half-day and full-day professional development opportunities. Implementation will be on-going with documentation required from teachers at the end of each grading period. When implemented fully, 100% of classroom lessons will be differentiated to meet the needs of all learners.

Teacher Advisory Program (TAP)

All students will be involved in a one-on-one advisement session with a teacher. Advisement sessions will be each Friday during TAP meeting time. Sessions will include opportunities for discussion about course sequence/selection, the importance of the GQE, and relevant current topics. Teachers will advise the same students from grade 7 through graduation.

Teacher Assistance Team (TAT)

The Teacher Assistance Team (TAT), consisting of the InSAI Strategy Chairs, Principal, and Counselor, will meet each mid-term and shortly after the nine weeks when report cards are mailed to identify struggling students.

Required Strategies

A. Parent Involvement: Student Led Parent Teacher Conferences

Conferences, which coincide with the end of the first grading period, and the end of the first semester, are held to review academic progress. Students, parents, and teachers are invited to attend based first quarter performance. Students are trained/coached to lead the conferences, with achievement goals being set and agreed to by the student, parent, and teacher.

B. Technology Coordination

Using homework hero, an internet based homework assignment program, parents are informed of student assignments and test days. Students have access to wireless labs, allowing them use of the internet for research purposes through out the year.

C. Safe and Disciplined Learning Environment: Bullying Prevention (BP)

A school-wide campaign against bullying will continue to be implemented. Seventh grade students will have instruction on a monthly basis during home room and the eighth grade students will have lessons on a quarterly basis.

D. Attendance

When students attend school regularly, achievement is higher. To promote regular school attendance, incentives are provided by grade level, and to individual students. When 100% of a grade level is present, students are rewarded during lunch time. On a weekly basis, The principal will draw names from the 100% rewards, and additional incentives are provided. On a nine week basis, the principal will recognize all students with perfect attendance for the quarter. Incentives are available to all students in grades 7-12 throughout the year.

E. Offer Core 40 / Honors Courses

Course offerings will be sufficient for students to pursue Core 40 and Honors Diplomas. Students will be counseled annually during course selections for the following school year. A four year course plan is maintained on all students and used in conjunction with TAP (Teacher Advisory Program).

F. Encourage Core 40 / Honors Courses

Students will be counseled annually during course selections for the following year and course offerings will be sufficient for students to pursue Core 40 and AHD. A four year course plan is maintained on all students in conjunction with TAP (Teacher Advisory Program).

G1. Exceptional Learners - Gifted

Students coming to junior high school with an ISTEP score of Pass+ in English Language Arts and/or Math will be encouraged to enroll in Core 40 and Honors Diploma courses when meeting with the counselor on an annual basis. Through differentiated instruction, teachers provide lessons and assessments which measure learning at increasingly higher levels. Dual credit courses are offered in the senior year, along with AP courses in English, math, science, foreign language, and fine arts.

G2. Exceptional Learners - Special Education

All students, including those with an IEP, are taught by teachers licensed in their subject area to raise the academic achievement of special education students. Students with an IEP are also provided with a resource study hall period daily to complete assignments for Core 40 curriculum classes.

H. Cultural Competency

When students enter junior high school at grade 7 they all are enrolled in a nine weeks course in French and another nine weeks course in Spanish. These rotational classes are also required at grade 8. The exposure to cultures other than their own, encourages students to continue with world languages when they enter high school. Course content includes not only the language of French and Spanish, but the culture as well.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

Differentiated Instruction (DI)

Professional Development Activity	Funding	Activity Purpose
<i>Review of Marzano's Strategies #1-5</i>	Source: Amount: \$0	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Classroom Instruction That Works, by Robert Marzano, along with The Art and Science of Teaching will be used to train all staff members in strategies to be proved most effective in increasing student achievement. This will be a corporation-wide activity	Teachers Counselors Administrators Students	Presentation/Workshop Study Group Peer Coaching Professional Reading

Teacher Advisory Program (TAP)

No professional development is needed for this strategy.

Teacher Assistance Team (TAT)

Professional Development Activity	Funding	Activity Purpose
<i>Train Teachers on interventions that show weakness</i>	Source: Amount: \$0	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
All teachers will self-assess their ability to successfully utilize interventions to increase student achievement. Based on those self-assessments, monthly training will be provided to strengthen the interventions showing the most promise.	Teachers Counselors Administrators	Presentation/Workshop Study Group Peer Coaching Professional Reading

A. Parent Involvement: Student Led Parent Teacher Conferences

Professional Development Activity	Funding	Activity Purpose
<i>Role play current conference form.</i>	Source: Amount: \$	Refinement
Brief Description	Intended Participants	Activity Format
Prior to Student Led Conferences teachers will work together in role play settings to discuss obstacles to conferences and how to prevent/overcome those obstacles.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

C. Safe and Disciplined Learning Environment: Bullying Prevention (BP)

Professional Development Activity	Funding	Activity Purpose
<i>Bullying Workshop</i>	Source: Amount: \$0	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
BP Task Force will create and implement a bullying prevention workshop for all staff members. The goal will be for adults to gain knowledge about recognizing signs of bullying, intervening and preventing further instances of bullying.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Inservice on Bullying</i>	Source: Amount: \$0	Refinement
Brief Description	Intended Participants	Activity Format
All staff members will be trained/retrained on the procedures for reporting bullying and the steps in the intervention process.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Belief that all students can pass all classes

Data Targets Influenced by This Concern:

- 10th Grade Students -- % of 10th grade ISTEP (GQE) tests that are passing in ENGLISH
- 10th Grade Students -- % of 10th grade ISTEP (GQE) tests that are passing in MATH
- 12th Grade Students -- % of 12th grade students graduating
- 8th Grade Students -- % of 8th grade ISTEP tests that are passing in ENGLISH
- 8th Grade Students -- % of 8th grade ISTEP tests that are passing in MATH
- 9th Grade students -- % of 9th grade students passing all classes

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- Teacher Assistance Team (TAT)

Concern: Consistent tracking of remediation

Data Targets Influenced by This Concern:

- Remediated students -- % of remediated students passing the GQE re-test -E/LA
- Remediated Students -- % of remediated students passing the GQE re-test- MATH

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)

Concern: Faculty/Staff on-going training and support

Data Targets Influenced by This Concern:

- 10th Grade Students -- % of 10th grade ISTEP (GQE) tests that are passing in ENGLISH
- 10th Grade Students -- % of 10th grade ISTEP (GQE) tests that are passing in MATH
- 12th Grade Students -- % of 12th grade students earning AHD
- 12th Grade Students -- % of 12th grade students graduating
- 12th Grade Students (graduating) -- % of graduating students earning Core 40 Diplomas
- 8th Grade Students -- % of 8th grade ISTEP tests that are passing in ENGLISH
- 8th Grade Students -- % of 8th grade ISTEP tests that are passing in MATH
- 9th Grade students -- % of 9th grade students passing all classes

Strategies to Impact This Concern:

- Differentiated Instruction (DI)

Concern: Indiana Academic Standard--Writing Process

Data Targets Influenced by This Concern:

- 8th Grade Students -- % of 8th grade ISTEP tests that are passing in ENGLISH
- 9th Grade students -- % of 9th grade students passing all classes
- All Students -- % of students passing on Indiana Academic Standard "writing process"
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- Remediated students -- % of remediated students passing the GQE re-test -E/LA
- Students enrolled in Core 40 courses -- % of students passing Core 40 end of course English 11 exams

Strategies to Impact This Concern:

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % of 12th grade students graduating
- 9th Grade students -- % of 9th grade students passing all classes

Strategies to Impact This Concern:

- A. Parent Involvement: Student Led Parent Teacher Conferences

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % of 12th grade students graduating

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % of 12th grade students graduating
- All ISTEP tests for Free and Reduced Lunch students -- Average % passing ISTEP
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP MATH

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- C. Safe and Disciplined Learning Environment: Bullying Prevention (BP)

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % of 12th grade students graduating
- 12th Grade Students (graduating) -- % of graduating students earning Core 40 Diplomas

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- D. Attendance

E. Offer Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- 12th Grade Students (graduating) -- % of graduating students earning Core 40 Diplomas
- Students enrolled in Core 40 courses -- % of students passing Core 40 end of course Algebra exams
- Students enrolled in Core 40 courses -- % of students passing Core 40 end of course English 11 exams

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- F. Encourage Core 40 / Honors Courses
- E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % of 12th grade students earning AHD
- 12th Grade Students -- % students passing AP exams with a score of 3 or higher
- 12th Grade Students (graduating) -- % of graduating students earning Core 40 Diplomas
- Students enrolled in Core 40 courses -- % of students passing Core 40 end of course Algebra exams
- Students enrolled in Core 40 courses -- % of students passing Core 40 end of course English 11 exams

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- F. Encourage Core 40 / Honors Courses
- E. Offer Core 40 / Honors Courses

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % of 12th grade students earning AHD
- 12th Grade Students -- % students passing AP exams with a score of 3 or higher
- 12th Grade Students (graduating) -- % of graduating students earning Core 40 Diplomas
- Students enrolled in Core 40 courses -- % of students passing Core 40 end of course Algebra exams
- Students enrolled in Core 40 courses -- % of students passing Core 40 end of course English 11 exams

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % of 10th grade ISTEP (GQE) tests that are passing in ENGLISH
- 10th Grade Students -- % of 10th grade ISTEP (GQE) tests that are passing in MATH
- 12th Grade Students -- % of 12th grade students graduating
- 8th Grade Students -- % of 8th grade ISTEP tests that are passing in ENGLISH
- 8th Grade Students -- % of 8th grade ISTEP tests that are passing in MATH

- 9th Grade students -- % of 9th grade students passing all classes
- Remediated students -- % of remediated students passing the GQE re-test -E/LA
- Remediated Students -- % of remediated students passing the GQE re-test- MATH

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- 10th Grade Students -- % of 10th grade ISTEP (GQE) tests that are passing in ENGLISH
- 10th Grade Students -- % of 10th grade ISTEP (GQE) tests that are passing in MATH
- 8th Grade Students -- % of 8th grade ISTEP tests that are passing in ENGLISH
- 8th Grade Students -- % of 8th grade ISTEP tests that are passing in MATH
- 9th Grade students -- % of 9th grade students passing all classes
- All ISTEP tests for Free and Reduced Lunch students -- Average % passing ISTEP
- Remediated students -- % of remediated students passing the GQE re-test -E/LA
- Remediated Students -- % of remediated students passing the GQE re-test- MATH

Strategies to Impact This Concern:

- H. Cultural Competency

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	School Board Conference Room	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP and the GQE is given as required by Indiana law. NAEP was given in grade 8 in 2006-07. NWEA is given to identified populations (High Ability, Special Education, and new students). Acuity is given in grades 7 & 8.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Differentiated Instruction (DI)

Jul 22, 2008: Teachers will collaborate as a group and review Marzano's strategies and discuss the tools for data collection.

Person: DI Task Force - Robin Morgan

Activity: Review of Marzano's Strategies #1-5

Aug 29, 2008: Teachers will collaborate as a group and review Marzano's strategies and discuss the tools for data collection.

Person: DI Task Force - Robin Morgan

Activity: Review of Marzano's Strategies #1-5

Sep 26, 2008: The DI task force will review the scores of students with failing grades and record the number of students receiving an activity score of a 0 or 1.

Person: DI Task Force - Robin Morgan

Activity: # of grades of a 0 or 1 for students with a failing grade.

Sep 26, 2008: Teachers will fill out a log showing how many times they used Marzano Strategies #1-5

Person: DI Task Force - Robin Morgan

Activity: Log of # of times Marzano Strategies 1-5 were used

Sep 26, 2008: Teachers will submit their students "Tracking Progress" Vocabulary Binders

Person: DI Task Force - Robin Morgan

Activity: Student "Tracking Progress" Vocabulary Binders

Oct 23, 2008: Teachers will collaborate as a group and review Marzano's strategies and discuss the tools for data collection.

Person: DI Task Force - Robin Morgan

Activity: Review of Marzano's Strategies #1-5

Nov 26, 2008: Collaboration with a colleague

Person: DI Task Force - Robin Morgan

Activity: Lesson Discussion/feedback sheets

Nov 26, 2008: Teachers will collaborate as a group and review Marzano's strategies and discuss the tools for data collection.

Person: DI Task Force - Robin Morgan

Activity: Review of Marzano's Strategies #1-5

Dec 19, 2008: The DI task force will review the scores of students with failing grades and record the number of students receiving an activity score of a 0 or 1.

Person: DI Task Force - Robin Morgan

Activity: # of grades of a 0 or 1 for students with a failing grade.

Dec 19, 2008: Tabulate Documents

Person: DI Task Force - Robin Morgan

Activity: Collect first semester/trimester follow up data

Dec 19, 2008: Teachers will fill out a log showing how many times they used Marzano Strategies #1-5

Person: DI Task Force - Robin Morgan

Activity: Log of # of times Marzano Strategies 1-5 were used

Dec 19, 2008: Teachers will collaborate as a group and review Marzano's strategies and discuss the tools for data collection.

Person: DI Task Force - Robin Morgan

Activity: Review of Marzano's Strategies #1-5

- Dec 19, 2008:** Teachers will submit their students "Tracking Progress" Vocabulary Binders
Person: DI Task Force - Robin Morgan
Activity: Student "Tracking Progress" Vocabulary Binders
- Jan 19, 2009:** Teachers will collaborate as a group and review Marzano's strategies and discuss the tools for data collection.
Person: DI Task Force - Robin Morgan
Activity: Review of Marzano's Strategies #1-5
- Feb 12, 2009:** Teachers will collaborate as a group and review Marzano's strategies and discuss the tools for data collection.
Person: DI Task Force - Robin Morgan
Activity: Review of Marzano's Strategies #1-5
- Mar 13, 2009:** The DI task force will review the scores of students with failing grades and record the number of students receiving an activity score of a 0 or 1.
Person: DI Task Force - Robin Morgan
Activity: # of grades of a 0 or 1 for students with a failing grade.
- Mar 13, 2009:** Tabulate the number of submitted discussion/feedback sheets.
Person: DI Task Force - Robin Morgan
Activity: Collect baseline data
- Mar 13, 2009:** Collaboration with a colleague
Person: DI Task Force - Robin Morgan
Activity: Lesson Discussion/feedback sheets
- Mar 13, 2009:** Teachers will fill out a log showing how many times they used Marzano Strategies #1-5
Person: DI Task Force - Robin Morgan
Activity: Log of # of times Marzano Strategies 1-5 were used
- Mar 13, 2009:** Teachers will collaborate as a group and review Marzano's strategies and discuss the tools for data collection.
Person: DI Task Force - Robin Morgan
Activity: Review of Marzano's Strategies #1-5
- Mar 13, 2009:** Teachers will submit their students "Tracking Progress" Vocabulary Binders
Person: DI Task Force - Robin Morgan
Activity: Student "Tracking Progress" Vocabulary Binders
- May 22, 2009:** The DI task force will review the scores of students with failing grades and record the number of students receiving an activity score of a 0 or 1.
Person: DI Task Force - Robin Morgan
Activity: # of grades of a 0 or 1 for students with a failing grade.
- May 22, 2009:** Teachers will fill out a log showing how many times they used Marzano Strategies #1-5
Person: DI Task Force - Robin Morgan
Activity: Log of # of times Marzano Strategies 1-5 were used
- May 22, 2009:** Teachers will submit their students "Tracking Progress" Vocabulary Binders
Person: DI Task Force - Robin Morgan
Activity: Student "Tracking Progress" Vocabulary Binders
- Jun 4, 2009:** Tabulate # of grades of a 0 or 1 recorded for students with failing grades from each quarter
Person: DI Task Force - Robin Morgan
Activity: Collect baseline data
- Jun 4, 2009:** Tabulate the number of students that turned in their "Tracking Progress" Vocabulary Binder each quarter
Person: DI Task Force - Robin Morgan
Activity: Collect baseline data
- Jun 4, 2009:** Tabulate Documents
Person: DI Task Force - Robin Morgan
Activity: Collect final semester/trimester follow up data

Jun 4, 2009: Teachers will collaborate as a group and review Marzano's strategies and discuss the tools for data collection.
Person: DI Task Force - Robin Morgan
Activity: Review of Marzano's Strategies #1-5

Parent Involvement

Aug 29, 2008: Faculty meeting presentation

Person: SLC Task Force - Sharon Rothrock

Activity: Role play current conference form.

Sep 2, 2008: Write newsletter article for Parent Connection

Person: SLC Task Force - Michelle Scarber

Activity: Article in Parent Newsletter about upcoming student led conferences

Sep 2, 2008: Committee reviews and revises Conference form if needed

Person: SLC Task Force - Sharon Rothrock

Activity: Prepare for end of first nine weeks Student Led Conferences

Sep 3, 2008: Invite Parents to Conferences

Person: SLC Task Force - Sharon Rothrock

Activity: Prepare for end of first nine weeks Student Led Conferences

Oct 15, 2008: Students will be notified of individual classroom assignments which may be improved by attending and leading conferences.

Person: SLC Task Force - Melissa Jackson

Activity: Incentives for students to lead conferences

Oct 15, 2008: Train students to use Conference forms

Person: Counselor - Melissa Jackson

Activity: Prepare for end of first nine weeks Student Led Conferences

Jan 19, 2009: Refer to TAT for spring Student Led Conferences

Person: SLC Task Force - Sharon Rothrock

Activity: Prepare for end of first semester Student Led Conferences

Jan 19, 2009: Review conferences from end of first nine weeks, check student progress

Person: SLC Task Force - Sharon Rothrock

Activity: Prepare for end of first semester Student Led Conferences

Safe and Disciplined Learning Environment

May 29, 2008: Examine the data from Bullying Incident Reports

Person: BP Task Force - Linda Steder

Activity: Collect baseline data

May 30, 2008: Develop workshop on bullying

Person: BP Task force - Linda Steder

Activity: Bullying Workshop

Jul 22, 2008: Conduct workshop

Person: BP Task Force - Linda Steder

Activity: Bullying Workshop

Jul 22, 2008: Attitude survey on bullying.

Person: BP Task Force - Linda Steder

Activity: Explain to teachers and staff the importance of a schoolwide policy against bullying.

Jul 22, 2008: Steering team reviews with each individual teacher and staff member the Bullying Incident Report.

Person: BP Task Force - Linda Steder

Activity: Explain to teachers and staff the importance of a schoolwide policy against bullying.

Aug 1, 2008: Completion of a Bullying Attitude Survey

Person: BP Task Force - Linda Steder

Activity: Teacher Inservice on Bullying

Aug 29, 2008: Explanation to teachers and staff on survey data.

Person: BP Task Force - Linda Steder

Activity: Compile and distribute the data from the Bullying Attitude Survey.

Aug 29, 2008: Explanation of Bullying Incidents Report

Person: BP Task Force - Linda Steder

Activity: Teacher Inservice on Bullying

Aug 29, 2008: Presentation of Bullying Information Packet

Person: BP Task Force - Linda Steder

Activity: Teacher Inservice on Bullying

Jan 19, 2009: Examine the data from the Bullying Incidents Reports

Person: BP Task Force - Linda Steder

Activity: Collect first semester/trimester follow up data

Jan 19, 2009: Review Bullying Incident Reports

Person: BP Task Force - Linda Steder

Activity: Teacher Inservice on Bullying

May 22, 2009: Compile data from the Bullying Incidents Reports

Person: BP Task Force - Task Force

Activity: Collect final semester/trimester follow up data

May 22, 2009: Examine the Bullying Incidents Reports

Person: BP Task Force - Linda Steder

Activity: Teacher Inservice on Bullying

May 22, 2009: Follow up survey on teacher and staff knowledge/awareness of bullying

Person: BP Task Force - Linda Steder

Activity: Teacher Inservice on Bullying

Teacher Advisory Program (TAP)

May 30, 2008: Teachers turn in TAP meeting sheets

Person: TAP Task Force - Dane Carter

Activity: Collect baseline data

Jul 22, 2008: Inform teachers/staff about updates to the duties and purpose of TAP

Person: TAP Task Force - Dane Carter

Activity: Informative Sessions

Aug 1, 2008: Inform student in homeroom about TAP and its purpose

Person: TAP Task Force - Dane Carter

Activity: Informative Sessions

Aug 29, 2008: Inform teachers/staff about updates to the duties and purpose of TAP

Person: TAP Task Force - Dane Carter

Activity: Informative Sessions

Sep 26, 2008: TAP meeting #1 grades 11-12

Person: TAP Task Force - Darrell Riggins

Activity: Advisement Session Reports Collected

Sep 26, 2008: TAP meeting #1 grades 7-8
Person: TAP Task Force - Tom Sinex
Activity: Advisement Session Reports Collected

Sep 26, 2008: TAP meeting #1 grades 9-10
Person: TAP Task Force - Darcy Kamer
Activity: Advisement Session Reports Collected

Nov 26, 2008: Inform teachers/staff about updates to the duties and purpose of TAP
Person: TAP Task Force - Dane Carter
Activity: Informative Sessions

Dec 19, 2008: TAP meeting #2 grades 11-12
Person: TAP Task Force - Darrell Riggins
Activity: Advisement Session Reports Collected

Dec 19, 2008: TAP meeting #2 grades 7-8
Person: TAP Task Force - Tom Sinex
Activity: Advisement Session Reports Collected

Dec 19, 2008: TAP meeting #2 grades 9-10
Person: TAP Task Force - Darcy Kamer
Activity: Advisement Session Reports Collected

Dec 19, 2008: Inform teachers/staff about updates to the duties and purpose of TAP
Person: TAP Task Force - Dane Carter
Activity: Informative Sessions

Jan 19, 2009: Teachers turn in TAP meeting sheets
Person: TAP Task Force - Dane Carter
Activity: Collect first semester/trimester follow up data

Jan 19, 2009: Inform teachers/staff about updates to the duties and purpose of TAP
Person: TAP Task Force - Dane Carter
Activity: Informative Sessions

Feb 12, 2009: Inform teachers/staff about updates to the duties and purpose of TAP
Person: TAP Task Force - Dane Carter
Activity: Informative Sessions

Mar 13, 2009: TAP meeting #3 grades 11-12
Person: TAP Task Force - Darrell Riggins
Activity: Advisement Session Reports Collected

Mar 13, 2009: TAP meeting #3 grades 7-8
Person: TAP Task Force - Tom Sinex
Activity: Advisement Session Reports Collected

Mar 13, 2009: TAP meeting #3 grades 9-10
Person: TAP Task Force - Darcy Kamer
Activity: Advisement Session Reports Collected

Mar 13, 2009: Inform teachers/staff about updates to the duties and purpose of TAP
Person: TAP Task Force - Dane Carter
Activity: Informative Sessions

May 22, 2009: TAP meeting #4 grades 11-12
Person: TAP Task Force - Darrell Riggins
Activity: Advisement Session Reports Collected

- May 22, 2009:** TAP meeting #4 grades 7-8
Person: TAP Task Force - Tom Sinex
Activity: Advisement Session Reports Collected
- May 22, 2009:** TAP meeting #4 grades 9-10
Person: TAP Task Force - Darcy Kamer
Activity: Advisement Session Reports Collected
- May 22, 2009:** Teachers turn in TAP meeting sheets
Person: TAP Task Force - Dane Carter
Activity: Collect final semester/trimester follow up data
- May 22, 2009:** Inform teachers/staff about updates to the duties and purpose of TAP
Person: TAP Task Force - Dane Carter
Activity: Informative Sessions

Teacher Assistance Team (TAT)

- Jun 13, 2008:** Create rating scale form
Person: TAT Task Force - Eric Morgan
Activity: Teacher rating scale for current level of understanding of interventions
- Jun 13, 2008:** Create record form
Person: TAT Task Force - Eric Morgan
Activity: Train Teachers on interventions that show weakness
- Jul 22, 2008:** Use the rating form to collect data
Person: TAT Task Force - Eric Morgan
Activity: Collect baseline data
- Jul 22, 2008:** Powerpoint Presentation
Person: TAT Task Force - Eric Morgan
Activity: Response to Intervention tiers will be introduced and reinforced
- Jul 22, 2008:** Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Teacher rating scale for current level of understanding of interventions
- Jul 22, 2008:** Train teachers on interventions that show weakness
Person: TAT Task Force - Eric Morgan
Activity: Train Teachers on interventions that show weakness
- Aug 29, 2008:** Powerpoint Presentation
Person: TAT Task Force - Eric Morgan
Activity: Response to Intervention tiers will be introduced and reinforced
- Aug 29, 2008:** Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Teacher rating scale for current level of understanding of interventions
- Aug 29, 2008:** Train teachers on interventions that show weakness
Person: TAT Task Force - Eric Morgan
Activity: Train Teachers on interventions that show weakness
- Sep 15, 2008:** Recommend interventions for struggling students
Person: TAT Task Force - Eric Morgan
Activity: Intervention Response
- Oct 27, 2008:** Recommend interventions for struggling students
Person: TAT Task Force - Eric Morgan
Activity: Intervention Response

Nov 26, 2008: Powerpoint Presentation
Person: TAT Task Force - Eric Morgan
Activity: Response to Intervention tiers will be introduced and reinforced

Nov 26, 2008: Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Teacher rating scale for current level of understanding of interventions

Nov 26, 2008: Train teachers on interventions that show weakness
Person: TAT Task Force - Eric Morgan
Activity: Train Teachers on interventions that show weakness

Dec 7, 2008: Recommend interventions for struggling students
Person: TAT Task Force - Eric Morgan
Activity: Intervention Response

Dec 19, 2008: Powerpoint Presentation
Person: TAT Task Force - Eric Morgan
Activity: Response to Intervention tiers will be introduced and reinforced

Dec 19, 2008: Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Teacher rating scale for current level of understanding of interventions

Dec 19, 2008: Train teachers on interventions that show weakness
Person: TAT Task Force - Eric Morgan
Activity: Train Teachers on interventions that show weakness

Jan 18, 2009: Recommend interventions for struggling students
Person: TAT Task Force - Eric Morgan
Activity: Intervention Response

Jan 19, 2009: Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Collect first semester/trimester follow up data

Jan 19, 2009: Powerpoint Presentation
Person: TAT Task Force - Eric Morgan
Activity: Response to Intervention tiers will be introduced and reinforced

Jan 19, 2009: Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Teacher rating scale for current level of understanding of interventions

Jan 19, 2009: Train teachers on interventions that show weakness
Person: TAT Task Force - Eric Morgan
Activity: Train Teachers on interventions that show weakness

Feb 12, 2009: Powerpoint Presentation
Person: TAT Task Force - Eric Morgan
Activity: Response to Intervention tiers will be introduced and reinforced

Feb 12, 2009: Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Teacher rating scale for current level of understanding of interventions

Feb 12, 2009: Train teachers on interventions that show weakness
Person: TAT Task Force - Eric Morgan
Activity: Train Teachers on interventions that show weakness

- Mar 1, 2009:** Recommend interventions for struggling students
Person: TAT Task Force - Eric Morgan
Activity: Intervention Response
- Mar 13, 2009:** Powerpoint Presentation
Person: TAT Task Force - Eric Morgan
Activity: Response to Intervention tiers will be introduced and reinforced
- Mar 13, 2009:** Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Teacher rating scale for current level of understanding of interventions
- Mar 13, 2009:** Train teachers on interventions that show weakness
Person: TAT Task Force - Eric Morgan
Activity: Train Teachers on interventions that show weakness
- Apr 12, 2009:** Recommend interventions for struggling students
Person: TAT Task Force - Eric Morgan
Activity: Intervention Response
- May 24, 2009:** Recommend interventions for struggling students
Person: TAT Task Force - Eric Morgan
Activity: Intervention Response
- Jun 4, 2009:** Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Collect final semester/trimester follow up data
- Jun 4, 2009:** Powerpoint Presentation
Person: TAT Task Force - Eric Morgan
Activity: Response to Intervention tiers will be introduced and reinforced
- Jun 4, 2009:** Teachers Use rating scale to monitor progress of intervention use
Person: TAT Task Force - Eric Morgan
Activity: Teacher rating scale for current level of understanding of interventions
- Jun 4, 2009:** Train teachers on interventions that show weakness
Person: TAT Task Force - Eric Morgan
Activity: Train Teachers on interventions that show weakness

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>