

School Improvement Plan - 2010-2011

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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-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 Beach - Community Representative (Business)
- Donna Butler - Parent/Guardian
- Deborah Clark - Teacher
- Lana Dougherty - School Counselor
- Janet Page - Administrator
- Barbara Schmelz - Teacher

Strategy Chairs

- Dane Carter
- Lana Dougherty
- Eric Morgan
- Robin Morgan
- Sharon Rothrock

Community Council

- Tammy Arbuckle - Parent
- Jane Berkley - Parent
- Mary Blank - Parent
- Mark Bleecker - Parent
- Jetta Dauphinee - Business Person
- Debbie Hardin - Parent
- Carla Henke - Child Care Business

- Sandy Johnson - Parent
- Wendy Kennedy - Business Person
- Judy Ketterer - Parent/PM Committee
- Cindy Lewis - Parent
- Judie Moore - Youth Service Organization
- Beverly Parsons - Parent
- Patty Pollard - Parent
- Ed Roberts - Variety levels
- Robert Schickel - School Board/Business
- David Schmelz - Alumni
- Larry Schmelz - Alumni
- Melanie Schmelz - Parent
- Connie Walter - Business Person
- Anna Williams - parent
- Darrell Williams - Business Person
- Brenda Wilson - Business

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 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

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.

12th Grade Students - % earning AHD/THD

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	30	65	42	70		75		80		100		

12th Grade Students - % graduating

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
98	95	99	92	100		100		100		100		

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	20	50	17	35		50		65		70		

All students - % earning Pass+ on ISTEP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	10	15	15	20		25		30		35		100

All students - % passing Core 40 ECA Algebra I

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	18	35	29	100		100		100		100		100

All students - % passing Core 40 ECA English 10

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	100		100		100		100		100

All Students - % passing Indiana Academic Standard "writing process"

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	82	82	77	83		84		85		95		100

Free and Reduced Lunch students - % passing ISTEP E/LA across grades

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
59	0	61	62	65		70		75		80		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... Belief that all students can pass all classes

83.5% of freshmen pass all classes.

We are concerned that... Faculty/Staff on-going training and support

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

We are concerned that... Indiana Academic Standard--Writing Process

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

We are concerned that... Parent Involvement

We are concerned that... Safe and Disciplined Learning Environment

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Differentiated Instruction & Assessment (DI&A)

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 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.

Impact Level: High Impact - Inside

Focus: General

Teacher Advisory Program (TAP)

All students will be involved in a bi-weekly one-on-one advisement session with a teacher. Sessions will include opportunities for discussion about course sequence/selection, the importance of the ECA, and relevant current topics. Teachers will advise the same students from grade 7 through graduation.

Impact Level: High Impact - Inside

Focus: General

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. Students in the Free and Reduced Lunch population will be monitored on a bi-weekly basis. Interventions specific to each student will be identified and implemented for a four week period. At the end of four weeks, TAT will reconvene to determine if the interventions have removed the barriers which are keeping the student from achieving academic success.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum

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/THD. A four year course plan is maintained on all students in conjunction with TAP (Teacher Advisory Program). A seventh Advanced Placement (AP) course will be offered in 2010-11 (Psychology will be added to Calculus, English 12, Chemistry, French IV, Spanish IV, and Art History). Instruction is adjusted as a result of on-going formative assessments. Students needing additional time to master a rigorous curriculum are provided with assistance in the Success Center and during four Intersessions throughout the year.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area

Emphasis will be placed on the "writing process." Teachers will develop and continue to refine instructional strategies for teaching the "writing process." The instructional strategies will be implemented across all curricular areas.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: Free/Reduced Lunch Population

Data relevant to the free/reduced lunch population will be disaggregated. Through regular professional development days, teachers and staff will disaggregate the data and develop strategies and interventions to ensure this population of students performs at levels consistent with the total school population.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Local Strategies

Differentiated Instruction & Assessment (DI&A)

Number of times teachers use Marzano's first seven strategies. Each quarter teachers will submit a record sheet showing the number of times each strategy was used.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	1600		1650	

The % of teachers using Bloom's New Taxonomy levels as reported on their submitted record sheet.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	95		100	

% of teachers using Standards and Assessment Vocabulary in their classrooms.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	100		100	

Teacher Advisory Program (TAP)

Percent of teachers rating TAP at least a 3 on a scale of 1-5.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100		100	

Percent of students rating TAP at least a 3 on a 1-5 scale on question #3 of survey created by Task Force

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100		100	

Survey Data which shows students ability to recognize bullying when it occurs

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	70		75	

Survey results which identify the percentage of the adult group who show increased knowledge/awareness of bullying behaviors.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	90		95	

Teacher Assistance Team (TAT)

The percentage of suggested interventions used.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

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.

Differentiated Instruction & Assessment (DI&A)

- Apr 1, 2010:** Collect baseline data: % of teachers using Standards and Assessment Vocabulary in their classrooms. **Person:** DI&A R. Morgan/R. Klusmeier
- Jul 25, 2010:** K-12 instruction/discussion of Marzano's strategies from a Handbook of Classroom Instruction That Works **Person:** DI&A R. Morgan/R. Klusmeier
- Jul 25, 2010:** Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 2, 2010:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 2, 2010:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 2, 2010:** Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 9, 2010:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 9, 2010:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 9, 2010:** Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 16, 2010:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 16, 2010:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 16, 2010:** Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 23, 2010:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 23, 2010:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 23, 2010:** Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 30, 2010:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 30, 2010:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier
- Aug 30, 2010:** Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier
- Sep 6, 2010:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier
- Sep 6, 2010:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier
- Sep 6, 2010:** Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier
- Sep 13, 2010:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier
- Sep 13, 2010:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier
- Sep 13, 2010:** Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Nov 30, 2010: Collect fall data: % of teachers using Standards and Assessment Vocabulary in their classrooms. **Person:** R. Morgan/R. Klusmeier

Nov 30, 2010: Collect fall data: Number of times teachers use Marzano's first seven strategies. Each quarter teachers will submit a record sheet showing the number of times each strategy was used. **Person:** DI&A R. Morgan/R. Klusmeier

Nov 30, 2010: Collect fall data: The % of teachers using Bloom's New Taxonomy levels as reported on their submitted record sheet. **Person:** DI&A R. Morgan/R. Klusmeier

Dec 6, 2010: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Dec 6, 2010: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Dec 6, 2010: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Dec 13, 2010: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Dec 13, 2010: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Dec 13, 2010: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Dec 20, 2010: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Dec 20, 2010: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Dec 20, 2010: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Dec 27, 2010: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Dec 27, 2010: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Dec 27, 2010: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Jan 3, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 3, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 3, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Jan 10, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 10, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 10, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Jan 17, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 17, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 17, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Jan 24, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 24, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 24, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Jan 31, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 31, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Jan 31, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Feb 7, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Feb 7, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Apr 25, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

Apr 25, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

Apr 25, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

May 2, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

May 2, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

May 2, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

May 9, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

May 9, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

May 9, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

May 16, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

May 16, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

May 16, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

May 23, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

May 23, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

May 23, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

May 30, 2011: Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** DI&A R. Morgan/R. Klusmeier

May 30, 2011: Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** DI&A R. Morgan/R. Klusmeier

May 30, 2011: Teachers will develop and incorporate lessons using Standards and Assessment Vocabulary **Person:** DI&A R. Morgan/R. Klusmeier

Jun 30, 2011: Collect spring data: % of teachers using Standards and Assessment Vocabulary in their classrooms. **Person:** DI&A R. Morgan/R. Klusmeier

Jun 30, 2011: Collect spring data: Number of times teachers use Marzano's first seven strategies. Each quarter teachers will submit a record sheet showing the number of times each strategy was used. **Person:** DI&A R. Morgan/R. Klusmeier

Jun 30, 2011: Collect spring data: The % of teachers using Bloom's New Taxonomy levels as reported on their submitted record sheet. **Person:** DI&A R. Morgan/R. Klusmeier

Encourage Rigorous Curriculum

Aug 1, 2010: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Sep 1, 2010: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Oct 1, 2010: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Nov 1, 2010: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Dec 1, 2010: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Jan 1, 2011: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Feb 1, 2011: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Mar 1, 2011: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Apr 1, 2011: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

May 1, 2011: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Jun 1, 2011: Indiana Department of Education website will be monitored for curriculum updates. **Person:** J. Page/L. Dougherty

Focused Academic Area

Jul 28, 2010: Marzano Strategies previously introduced will be reviewed and Strategy #6 (Cooperative Learning) will be introduced. **Person:** DI&A Robin Morgan

Aug 1, 2010: ISTEP and ECA English 10 results will be analyzed for areas of improvement for the standard "writing process."

Person: J. Page and ELA Teachers

Aug 15, 2010: All teachers will use a writing rubric to score student work. Teacher scores will be compared for consistency. **Person:** DI&A Robin Morgan

Aug 28, 2010: Marzano Strategies previously introduced will be reviewed and Strategy #6 (Cooperative Learning) will be introduced. **Person:** DI&A Robin Morgan

Sep 28, 2010: Marzano Strategies previously introduced will be reviewed and Strategy #6 (Cooperative Learning) will be introduced. **Person:** DI&A Robin Morgan

Oct 17, 2010: All teachers will use a writing rubric to score student work. Teacher scores will be compared for consistency. **Person:** DI&A Robin Morgan

Dec 19, 2010: All teachers will use a writing rubric to score student work. Teacher scores will be compared for consistency. **Person:** DI&A Robin Morgan

Feb 20, 2011: All teachers will use a writing rubric to score student work. Teacher scores will be compared for consistency. **Person:** DI&A Robin Morgan

Apr 24, 2011: All teachers will use a writing rubric to score student work. Teacher scores will be compared for consistency. **Person:** DI&A Robin Morgan

Focused Student Group

Jul 28, 2010: Six opportunities are provided in 2010-2011 for teachers to meet to analyze data. Specific attention will be given to data relevant to the Free/Reduced Lunch population. **Person:** Janet Page

Aug 11, 2010: Disaggregate ISTEP and ECA data to analyze Free/Reduced population **Person:** J. Page

Aug 25, 2010: Six opportunities are provided in 2010-2011 for teachers to meet to analyze data. Specific attention will be given to data relevant to the Free/Reduced Lunch population. **Person:** J. Page

Sep 8, 2010: Six opportunities are provided in 2010-2011 for teachers to meet to analyze data. Specific attention will be given to data relevant to the Free/Reduced Lunch population. **Person:** Janet Page

Sep 22, 2010: Six opportunities are provided in 2010-2011 for teachers to meet to analyze data. Specific attention will be given to data relevant to the Free/Reduced Lunch population. **Person:** J. Page

May 25, 2011: Six opportunities are provided in 2010-2011 for teachers to meet to analyze data. Specific attention will be given to data relevant to the Free/Reduced Lunch population. **Person:** J. Page

Teacher Advisory Program (TAP)

Oct 15, 2010: Pick up TAP Advisement Log **Person:** TAP D. Carter/D. Kamer

Nov 30, 2010: Collect fall data: Percent of students rating TAP at least a 3 on a 1-5 scale on question #3 of survey created by Task Force **Person:** TAP D. Carter

Nov 30, 2010: Collect fall data: Percent of teachers rating TAP at least a 3 on a scale of 1-5. **Person:** TAP D. Carter

Nov 30, 2010: Collect fall data: Survey Data which shows students ability to recognize bullying when it occurs **Person:** TAP D. Carter

Nov 30, 2010: Collect fall data: Survey results which identify the percentage of the adult group who show increased knowledge/awareness of bullying behaviors. **Person:** TAP D. Carter

Dec 17, 2010: Pick up TAP Advisement Log **Person:** TAP D. Carter/D. Kamer

Dec 23, 2010: A lesson for 7th graders each semester about the bully, the victim, the bystander. **Person:** TAP D. Carter/T. Bridges

Dec 23, 2010: Annual lesson for 8th graders about the bully, the victim, the bystander. **Person:** TAP D. Carter/J. Hammond

Feb 18, 2011: Pick up TAP Advisement Log **Person:** TAP D. Carter/D. Kamer

Apr 22, 2011: Pick up TAP Advisement Log **Person:** TAP D. Carter/D. Kamer

Jun 30, 2011: Collect spring data: Percent of students rating TAP at least a 3 on a 1-5 scale on question #3 of survey created by Task Force **Person:** TAP D. Carter

Jun 30, 2011: Collect spring data: Percent of teachers rating TAP at least a 3 on a scale of 1-5. **Person:** TAP D. Carter

Jun 30, 2011: Collect spring data: Survey Data which shows students ability to recognize bullying when it occurs **Person:** TAP D. Carter

Jun 30, 2011: Collect spring data: Survey results which identify the percentage of the adult group who show increased knowledge/awareness of bullying behaviors. **Person:** TAP D. Carter

Teacher Assistance Team (TAT)

Sep 1, 2010: Mid term and 9 week/semester review of Grades, Attendance, Behavior (GAB) **Person:** TAT E. Morgan/L. Dougherty

Oct 1, 2010: Mid term and 9 week/semester review of Grades, Attendance, Behavior (GAB) **Person:** TAT E. Morgan/L. Dougherty

Nov 15, 2010: Mid term and 9 week/semester review of Grades, Attendance, Behavior (GAB) **Person:** TAT E. Morgan/L. Dougherty

Nov 30, 2010: Collect fall data: The percentage of suggested interventions used. **Person:** TAT E. Morgan/L. Dougherty
Jan 15, 2011: Mid term and 9 week/semester review of Grades, Attendance, Behavior (GAB) **Person:** TAT E. Morgan/L. Dougherty
Feb 9, 2011: Mid term and 9 week/semester review of Grades, Attendance, Behavior (GAB) **Person:** TAT E. Morgan/L. Dougherty
Mar 11, 2011: Mid term and 9 week/semester review of Grades, Attendance, Behavior (GAB) **Person:** TAT E. Morgan/L. Dougherty
Apr 27, 2011: Mid term and 9 week/semester review of Grades, Attendance, Behavior (GAB) **Person:** TAT E. Morgan/L. Dougherty
May 27, 2011: Mid term and 9 week/semester review of Grades, Attendance, Behavior (GAB) **Person:** TAT E. Morgan/L. Dougherty
Jun 30, 2011: Collect spring data: The percentage of suggested interventions used. **Person:** TAT E. Morgan/L. Dougherty

Professional Development Summary

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

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

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

Differentiated Instruction & Assessment (DI&A)

K-12 instruction/discussion of Marzano's strategies from a Handbook of Classroom Instruction That Wo

Brief Description: All K-12 teachers will meet to learn about Marzano's seventh instructional strategy.

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 25, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Professional Reading

Funding: Corporation

Does this activity occur during the school day? Yes

Standards and Assessment Vocabulary

Brief Description: Teachers will be introduced to the Standards and Assessment Vocabulary.

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 25, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Professional Reading

Funding: Corporation

Does this activity occur during the school day? Yes

Teacher Advisory Program (TAP)

No professional development is needed for this strategy.

Teacher Assistance Team (TAT)

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum

No professional development is needed for this strategy.

I. Focused Academic Area

No professional development is needed for this strategy.

U. Focused Student Group: Free/Reduced Lunch Population

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Belief that all students can pass all classes

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating
- All students -- % passing Core 40 ECA Algebra I
- All students -- % passing Core 40 ECA English 10

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- Teacher Assistance Team (TAT)
- F. Encourage Rigorous Curriculum
- U. Focused Student Group: Free/Reduced Lunch Population

We are concerned that... Faculty/Staff on-going training and support

Data Targets Influenced by This Concern:

- 12th Grade Students -- % earning AHD/THD
- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- Differentiated Instruction & Assessment (DI&A)

We are concerned that... Indiana Academic Standard--Writing Process

Data Targets Influenced by This Concern:

- All Students -- % passing Indiana Academic Standard "writing process"

Strategies to Impact This Concern:

- Differentiated Instruction & Assessment (DI&A)

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- Teacher Assistance Team (TAT)

We are concerned that... Safe and Disciplined Learning Environment

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating
- Free and Reduced Lunch students -- % passing ISTEP E/LA across grades

Strategies to Impact This Concern:

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

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % earning AHD/THD
- 12th Grade Students -- % passing AP exams with a score of 3 or higher
- All students -- % earning Pass+ on ISTEP

Strategies to Impact This Concern:

- Differentiated Instruction & Assessment (DI&A)
- Teacher Advisory Program (TAP)
- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Students -- % passing Indiana Academic Standard "writing process"

Strategies to Impact This Concern:

- Teacher Assistance Team (TAT)
- I. Focused Academic Area

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch students -- % passing ISTEP E/LA across grades

Strategies to Impact This Concern:

- Teacher Assistance Team (TAT)
- U. Focused Student Group: Free/Reduced Lunch Population

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	In the Principal'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. 	None at this time
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity, SAT, ACT, PSAT, AP, ECA Algebra, ECA English 10, ECA Biology I, ASVAB

Continuous Improvement Timeline

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

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