

# **School Improvement Plan - 2011-2012**

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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
- Indiana Rules and Regulations

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-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
- Lana Dougherty - School Counselor
- David Henke - Teacher
- Steve Morris - Administrator
- Barbara Schmelz - Teacher

## Strategy Chairs

- Dane Carter
- Lana Dougherty
- Rebecca Klusmeier
- Eric Morgan
- Michelle Scarber

## 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
- Kenneth Schmelz
- Larry Schmelz - Alumni
- Penny Schmelz
- 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 work collaboratively to maintain and promote 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.

## **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%
- % of students who pass the Algebra I ECA: 100%

- % of students who who pass the English 10 ECA: 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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	42	70	45	55	52	60		75		85		100

## 12th Grade Students - % graduating

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
99	92	100	95.5	100	96	100		100		100		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	17	35	18	30	25	30		40		50		100



**All students - % earning Pass+ on ISTEP**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
15	15	20	15	20	11	25		30		35		100

**All students - % passing Core 40 ECA Algebra I**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	29	35	33	50	66	60		70		80		100

**All students - % passing Core 40 ECA English 10**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	60	80	85	79	90		95		100		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	77	83	84	84	82	90		95		100		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61	62	65	60	65	72	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... the school community believes that all students can pass all classes**

83.5% of freshmen pass all classes. Self study supports this belief. The Community Council said parents need to discuss diploma types with their kids and help set high expectations for learning.

### **We are concerned that... the Faculty/Staff receives on-going training and support**

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

### **We are concerned that... Parents do not support the level of rigor required in AP classes.**

The number of parent requests we receive through the guidance department for students to drop Advanced Placement classes.

### **We are concerned that... a Safe and Disciplined Learning Environment is maintained**

Student's responded on their survey that other students disrupted their learning.

### **We are concerned that... Students and parents understand the diploma types and four year plan**

Data from the self study said both students and parents did not understand the relationship of this information. Our community council suggested hosting parent meetings to alleviate the concern.

## **Required Areas of Concern**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

**X. Graduation Plan**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### 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 twice a grading period. When implemented fully, all classroom teachers will use differentiated lessons to meet the needs of all learners.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Teacher Advisory Program (TAP)

All students will be involved every two weeks in a one-on-one or small group advisement session with a teacher. Sessions will include opportunities for discussion about course sequence/selection, the importance of the ECA, and relevant current topics. The strategy task force will develop a guidance curriculum to implement grade-level specific guidance lessons. 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 counselor, principal, Success Center Coordinator, Intervention Specialist and selected teachers will meet each mid-term and shortly after the nine weeks when report cards are mailed to identify struggling students. Students with failing grades will be monitored on a weekly basis. 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 helped the students achieve 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). The school will host annual parent meetings each spring prior to course registration update curricular changes and promote the pursuit of advanced diplomas. 7 AP Advanced Placement courses will be continue to be

offered in 2011-2012 (Psychology, Calculus, English 12, Chemistry, Spanish IV, Music Theory and Art History). Four dual credit courses will be offered through Ivy Tech and Purdue University. 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

### **G. Attendance**

Lanesville JR/SR High School will continue with its current school attendance plan which features weekly attendance checks by the counselor and administration. Students over on their attendance for each grading period will receive several interventions:

a. Conference with the counselor b. letter sent to parents c. assignment to Thursday Detention to make-up time d. referral to local agencies if attendance problems persist

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **I. Focused Academic Area: Writing Process**

Emphasis will be placed on the "writing process." Teachers will teach the 5-paragraph essay and comprehension from text in English 7 - 10. Teachers of English 11-12 will teach the writing process of research writing to impact student outcomes on standardized tests such as PSAT, SAT and ACT.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **U. Focused Student Group: Free/Reduced Lunch Population**

Data relevant to the free/reduced lunch population will be disaggregated. Students in the free/reduced lunch population will receive extra instruction in English and math each week through the Success Center. They will be pulled from Study Hall one day per week to the Success Center for tutoring and will be invited to after school tutoring every Thursday.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### **X. Graduation Plan**

The counselor and elementary principal will assist 6th grade students in the initial development of the graduation plan. This plan will be updated annually in grades 7-12 through parent/student meetings with the counselor, high school principal and teacher advisory groups. The graduation plan will include the intent to graduate, the pursuit of a Core 40 field of study and the acknowledgement of the importance of good citizenship, school attendance and diligent study habits. This plan will become part of the permanent record and will include assessments in post-secondary preparation. The plan will lead to graduation and enable students to develop college and career ready skills.

**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)

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
50%	80%		85%	

The percent of teachers using Marzano's as reported on their differentiated lesson template.

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

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
81%	85%		90%	

Percent of teachers specifically listing expectations for the lesson as documented on the lesson template

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

### Teacher Advisory Program (TAP)

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
3.2	3		3	

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
3.1	3		3	

### Teacher Assistance Team (TAT)

Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale on question of 4 of survey created by the TAT.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
72	80		80	

## Required Strategies

### F. Encourage Rigorous Curriculum

Survey that counts what percentage of parents believe their child will enroll in a 4-year undergraduate degree.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	85		87	

**I. Focused Academic Area: Writing Process**

% of all teachers who use writing rubric to score student work

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90	95		100	

**U. Focused Student Group: Free/Reduced Lunch Population**

% of days that additional instruction is provided in the Success Center for free reduced lunch students.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
35	40		45	



## 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, 2011:** Collect baseline data: Percent of teachers specifically listing expectations for the lesson as documented on the lesson template **Person:** Rebecca Klusmeier

**Aug 1, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Aug 8, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Aug 15, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Aug 21, 2011:** K-12 Collaborative Group Time **Person:** Differentiated Instruction Group Leaders

**Aug 22, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Aug 29, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Sep 5, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Sep 12, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Sep 19, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Sep 21, 2011:** K-12 Collaborative Group Time **Person:** Differentiate Instruction Group Leaders

**Sep 26, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Oct 3, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Oct 10, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Oct 17, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Oct 24, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Oct 31, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Nov 7, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Nov 14, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Nov 16, 2011:** K-12 Collaborative Group Time **Person:** Differentiated Instruction Group Leaders

**Nov 21, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Nov 28, 2011:** Teachers will develop and incorporate lessons using standards and assessment vocabulary, Marzano's strategies, Bloom's Taxonomy, and specifically list expectations for all learning levels. **Person:** Teachers

**Nov 30, 2011:** Collect fall data: % of teachers using Standards and Assessment Vocabulary in their classrooms. **Person:** Rebecca Klusmeier

**Nov 30, 2011:** Collect fall data: Percent of teachers specifically listing expectations for the lesson as documented on the lesson template **Person:** Rebecca Klusmeier



**Jun 30, 2012:** Collect spring data: Percent of teachers specifically listing expectations for the lesson as documented on the lesson template **Person:** Rebecca Klusmeier  
**Jun 30, 2012:** Collect spring data: The % of teachers using Bloom's New Taxonomy levels as reported on their submitted record sheet. **Person:** Rebecca Klusmeier  
**Jun 30, 2012:** Collect spring data: The percent of teachers using Marzano's as reported on their differentiated lesson template. **Person:** Rebecca Klusmeier

## Encourage Rigorous Curriculum

**Apr 1, 2011:** Collect baseline data: Survey that counts what percentage of parents believe their child will enroll in a 4-year undergraduate degree. **Person:**  
**Jul 21, 2011:** 7th grade orientation meeting for parents/students **Person:** Steve Morris/Lana Dougherty  
**Jul 22, 2011:** Parent survey during orientation/scheduling meetings **Person:** Steve Morris/Lana Dougherty  
**Jul 27, 2011:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Aug 3, 2011:** Individual grade level meetings to review curriculum goals at the beginning of the year **Person:** Steve Morris/Lana Dougherty  
**Aug 27, 2011:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Sep 23, 2011:** Parent survey during orientation/scheduling meetings **Person:** Steve Morris/Lana Dougherty  
**Sep 27, 2011:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Oct 3, 2011:** Transcript update reviews every grading period **Person:** Lana Dougherty  
**Oct 27, 2011:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Nov 25, 2011:** Parent survey during orientation/scheduling meetings **Person:** Steve Morris/Lana Dougherty  
**Nov 27, 2011:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Nov 30, 2011:** Collect fall data: Survey that counts what percentage of parents believe their child will enroll in a 4-year undergraduate degree. **Person:**  
**Dec 5, 2011:** Transcript update reviews every grading period **Person:** Lana Dougherty  
**Dec 27, 2011:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Jan 27, 2012:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Jan 27, 2012:** Parent survey during orientation/scheduling meetings **Person:** Steve Morris/Lana Dougherty  
**Feb 6, 2012:** Transcript update reviews every grading period **Person:** Lana Dougherty  
**Feb 27, 2012:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Mar 7, 2012:** Individual grade level curriculum/scheduling meetings **Person:** Steve Morris/Lana Dougherty  
**Mar 10, 2012:** 8th grade parents meeting on high school curriculum **Person:** Steve Morris/Lana Dougherty  
**Mar 27, 2012:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Mar 30, 2012:** Parent survey during orientation/scheduling meetings **Person:** Steve Morris/Lana Dougherty  
**Apr 9, 2012:** Transcript update reviews every grading period **Person:** Lana Dougherty  
**Apr 27, 2012:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**May 27, 2012:** Monitoring DOE website for curriculum updates and implementation on common core standards **Person:** Steve Morris  
**Jun 30, 2012:** Collect spring data: Survey that counts what percentage of parents believe their child will enroll in a 4-year undergraduate degree. **Person:**

## Focused Academic Area

**Apr 1, 2011:** Collect baseline data: % of all teachers who use writing rubric to score student work **Person:**  
**Jul 26, 2011:** Professional development will be provided on implementation of Marzano strategies **Person:** Steve Morris  
**Jul 26, 2011:** Teachers will analyze ISTEP/ECA test data **Person:** All faculty  
**Aug 17, 2011:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**Aug 18, 2011:** Teachers will implement Marzano strategies #8, #9 **Person:** all faculty  
**Sep 15, 2011:** PLC groups will review teacher lesson plans/student work **Person:** Differentiated Instruction task force

**Sep 17, 2011:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**Oct 17, 2011:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**Nov 17, 2011:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**Nov 17, 2011:** PLC groups will review teacher lesson plans/student work **Person:** Differentiated Instruction task force  
**Nov 30, 2011:** Collect fall data: % of all teachers who use writing rubric to score student work **Person:**  
**Dec 17, 2011:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**Jan 17, 2012:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**Jan 19, 2012:** PLC groups will review teacher lesson plans/student work **Person:** Differentiated Instruction task force  
**Feb 17, 2012:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**Mar 17, 2012:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**Mar 22, 2012:** PLC groups will review teacher lesson plans/student work **Person:** Differentiated Instruction task force  
**Apr 17, 2012:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**May 17, 2012:** All teachers will use a writing rubric to score student work. **Person:** all faculty  
**Jun 30, 2012:** Collect spring data: % of all teachers who use writing rubric to score student work **Person:**

## Focused Student Group

**Apr 1, 2011:** Collect baseline data: % of days that additional instruction is provided in the Success Center for free reduced lunch students. **Person:**

**Aug 3, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Aug 10, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Aug 15, 2011:** F/R students will go to the Success Center for tutoring at least once per month **Person:** Robin Wolfe

**Aug 17, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Aug 24, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Aug 31, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Sep 7, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Sep 14, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Sep 21, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Sep 28, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Oct 3, 2011:** Data analysis on test scores and report card grades will focus on Free/reduced lunch students. **Person:** all faculty

**Oct 5, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Oct 12, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Oct 19, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Oct 26, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Nov 2, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Nov 9, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Nov 16, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Nov 23, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Nov 30, 2011:** Collect fall data: % of days that additional instruction is provided in the Success Center for free reduced lunch students. **Person:**

**Nov 30, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Dec 5, 2011:** Data analysis on test scores and report card grades will focus on Free/reduced lunch students. **Person:** all faculty

**Dec 7, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Dec 14, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Dec 21, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Dec 28, 2011:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Jan 4, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Jan 11, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Jan 18, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Jan 25, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Feb 1, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Feb 6, 2012:** Data analysis on test scores and report card grades will focus on Free/reduced lunch students. **Person:** all faculty

**Feb 8, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Feb 15, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Feb 22, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Feb 29, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Mar 7, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Mar 14, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Mar 21, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Mar 28, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Apr 4, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Apr 9, 2012:** Data analysis on test scores and report card grades will focus on Free/reduced lunch students. **Person:** all faculty

**Apr 11, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Apr 18, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Apr 25, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**May 2, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**May 9, 2012:** Weekly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty

**Jun 30, 2012:** Collect spring data: % of days that additional instruction is provided in the Success Center for free reduced lunch students. **Person:**

## Graduation Plan

**May 12, 2011:** HS administration visit to 6th grade **Person:** Steve Morris

**May 13, 2011:** 6th grade guidance activities **Person:** Marsha Himmelhaver

**May 13, 2011:** 6th grade lunch/hall passing practice **Person:** Steve Morris

**Aug 5, 2011:** Twice monthly guidance activities through the TAP program **Person:** all faculty

## Teacher Advisory Program (TAP)

**Jul 27, 2011:** TAP Curriculum training **Person:** Dane Carter

**Oct 15, 2011:** Collect 1st 9 week TAP advisement logs **Person:** Dane Carter

**Nov 30, 2011:** 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:** Dane Carter

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

**Jan 15, 2012:** Collect 2nd 9 week TAP advisement logs **Person:** Dane Carter

**Mar 15, 2012:** Handout Student Survey and Tally Results **Person:** Dane Carter

**Apr 1, 2012:** Collect 3rd 9 week TAP advisement logs **Person:** Dane Carter

**Jun 6, 2012:** Collect 4th 9 weeks TAP advisement logs **Person:** Dane Carter

**Jun 30, 2012:** 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:** Dane Carter

**Jun 30, 2012:** Collect spring data: Percent of teachers rating TAP at least a 3 on a scale of 1-5. **Person:** Dane Carter

## Teacher Assistance Team (TAT)

**Apr 1, 2011:** Collect baseline data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale on question of 4 of survey created by the TAT. **Person:** Eric Morgan

**Sep 1, 2011:** TAT Meeting #1: Determine Appropriate Interventions **Person:** Teacher Assistance Team

**Sep 7, 2011:** Review TAT Suggested Interventions with Faculty **Person:** Eric Morgan & Robin Wolfe

**Oct 19, 2011:** Collect First Quarter Data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale on a survey created by the TAT **Person:** Eric Morgan

**Oct 20, 2011:** TAT Meeting #2: Determine Appropriate Interventions **Person:** Teacher Assistance Team

**Nov 17, 2011:** TAT Meeting #3: Determine Appropriate Interventions **Person:** Teacher Assistance Team

**Nov 30, 2011:** Collect fall data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale on question of 4 of survey created by the TAT. **Person:** Eric Morgan

**Nov 30, 2011:** Review TAT Suggested Interventions with Faculty **Person:** Eric Morgan & Robin Wolfe

**Jan 11, 2012:** Collect Second Quarter Data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale on a survey created by the TAT **Person:** Eric Morgan

**Jan 12, 2012:** TAT Meeting #4: Determine Appropriate Interventions **Person:** Teacher Assistance Team

**Feb 9, 2012:** TAT Meeting #5: Determine Appropriate Interventions **Person:** Teacher Assistance Team

**Feb 15, 2012:** Review TAT Suggested Interventions with Faculty **Person:** Eric Morgan & Robin Wolfe

**Mar 28, 2012:** Collect Third Quarter Data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale on a survey created by the TAT **Person:** Eric Morgan

**Mar 29, 2012:** TAT Meeting #6: Determine Appropriate Interventions **Person:** Teacher Assistance Team

**Apr 19, 2012:** TAT Meeting #7: Determine Appropriate Interventions **Person:** Teacher Assistance Team

**Apr 25, 2012:** Review TAT Suggested Interventions with Faculty **Person:** Eric Morgan & Robin Wolfe

**May 30, 2012:** Collect Fourth Quarter Data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale on a survey created by the TAT **Person:** Eric Morgan

**May 31, 2012:** TAT Meeting #8: Review of 2011-2012 Interventions **Person:** Teacher Assistance Team

**Jun 30, 2012:** Collect spring data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale on question of 4 of survey created by the TAT. **Person:** Eric Morgan

# Professional Development Summary

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

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

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

## Differentiated Instruction & Assessment (DI&A)

### K-12 Collaborative Group Time

**Brief Description:** Teachers meet in small groups chosen randomly to discuss the implementation of differentiated instruction in the classroom.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Aug 21, 2011

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

**Activity Format:** Talk to, Study Group, Peer Coaching, Professional Reading, Collaborative Problem Solving

**Funding:** none

**Does this activity occur during the school day?** Yes

### K-12 Collaborative Group Time

**Brief Description:** Teachers meet in small groups chosen randomly to discuss the implementation of differentiated instruction in the classroom.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Sep 21, 2011

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

**Activity Format:** Talk to, Study Group, Peer Coaching, Professional Reading, Collaborative Problem Solving, Action Research

**Funding:** none

**Does this activity occur during the school day?** Yes

### K-12 Collaborative Group Time

**Brief Description:** Teachers meet in small groups chosen randomly to discuss the implementation of differentiated instruction in the classroom.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Nov 16, 2011

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

**Activity Format:** Talk to, Study Group, Peer Coaching, Professional Reading, Collaborative Problem Solving, Action Research

**Funding:** none

**Does this activity occur during the school day?** Yes

#### **K-12 Collaborative Group Time**

**Brief Description:** Teachers meet in small groups chosen randomly to discuss the implementation of differentiated instruction in the classroom.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Dec 7, 2011

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

**Activity Format:** Talk to, Study Group, Peer Coaching, Professional Reading, Collaborative Problem Solving, Action Research

**Funding:** none

**Does this activity occur during the school day?** Yes

#### **K-12 Collaborative Group Time**

**Brief Description:** Teachers meet in small groups chosen randomly to discuss the implementation of differentiated instruction in the classroom.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Feb 1, 2012

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

**Activity Format:** Talk to, Study Group, Peer Coaching, Collaborative Problem Solving, Action Research

**Funding:** none

**Does this activity occur during the school day?** Yes

#### **K-12 Collaborative Group Time**

**Brief Description:** Teachers meet in small groups chosen randomly to discuss the implementation of differentiated instruction in the classroom.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Feb 29, 2012

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

**Activity Format:** Talk to, Peer Coaching, Professional Reading, Collaborative Problem Solving, Action Research

**Funding:** none

**Does this activity occur during the school day?** Yes

#### **K-12 Collaborative Group Time**

**Brief Description:** Teachers meet in small groups chosen randomly to discuss the implementation of differentiated instruction in the classroom.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Apr 18, 2012

**Activity Purpose:** Skill Building, Feedback/Support



**Activity Format:** Talk to, Study Group, Peer Coaching, Collaborative Problem Solving

**Funding:** none

**Does this activity occur during the school day?** Yes

### **K-12 Collaborative Group Time**

**Brief Description:** Teachers meet in small groups chosen randomly to discuss the implementation of differentiated instruction in the classroom.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** May 16, 2012

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

**Activity Format:** Talk to, Study Group, Peer Coaching, Professional Reading, Collaborative Problem Solving, Action Research

**Funding:** none

**Does this activity occur during the school day?** Yes

## **Teacher Advisory Program (TAP)**

### **TAP Curriculum training**

**Brief Description:** Faculty professional development on the implementation of the TAP guidance curriculum

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Jul 27, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** local funding

**Does this activity occur during the school day?** Yes

## **Teacher Assistance Team (TAT)**

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum**

No professional development is needed for this strategy.

## **G. Attendance**

## **I. Focused Academic Area: Writing Process**

**Professional development will be provided on implementation of Marzano strategies**

**Brief Description:** Professional development will be provided on implementation of Marzano strategies

**Intended Participants:** Teachers, Administrators

**Date:** Jul 26, 2011

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:**

**Does this activity occur during the school day?** Yes

## **U. Focused Student Group: Free/Reduced Lunch Population**

No professional development is needed for this strategy.

## **X. Graduation Plan**

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... the school community believes 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)
- G. Attendance
- F. Encourage Rigorous Curriculum
- U. Focused Student Group: Free/Reduced Lunch Population

#### **We are concerned that... the Faculty/Staff receives 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)
- I. Focused Academic Area: Writing Process
- X. Graduation Plan

#### **We are concerned that... Parents do not support the level of rigor required in AP classes.**

##### **Data Targets Influenced by This Concern:**

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

##### **Strategies to Impact This Concern:**

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

## **We are concerned that... a Safe and Disciplined Learning Environment is maintained**

### **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)

## **We are concerned that... Students and parents understand the diploma types and four year plan**

### **Data Targets Influenced by This Concern:**

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

### **Strategies to Impact This Concern:**

- Teacher Advisory Program (TAP)
- F. Encourage Rigorous Curriculum
- X. Graduation Plan

## **Required Areas of Concern**

### **F. Encourage Rigorous Curriculum (IN Rules)**

#### **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
- All students -- % passing Core 40 ECA Algebra I
- All students -- % passing Core 40 ECA English 10

#### **Strategies to Impact This Concern:**

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

### **I. Focused Academic Area (IN Rules)**

#### **Data Targets Influenced by This Concern:**

- 12th Grade Students -- % passing AP exams with a score of 3 or higher
- All students -- % earning Pass+ on ISTEP
- All students -- % passing Core 40 ECA Algebra I
- All students -- % passing Core 40 ECA English 10
- All Students -- % passing Indiana Academic Standard "writing process"

#### **Strategies to Impact This Concern:**

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

## **U. Focused Student Group (IN Rules)**

### **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 Assistance Team (TAT)
- G. Attendance
- U. Focused Student Group: Free/Reduced Lunch Population

## **X. Graduation Plan (IN Rules)**

### **Data Targets Influenced by This Concern:**

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

### **Strategies to Impact This Concern:**

- G. Attendance
- X. Graduation Plan

## Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	In the 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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None at this time.
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, attendance continues to be above 95%.
D. 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 I, ECA Biology I, ECA English 10, 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2013-2014 school year