

School Improvement Plan - 2013-2014

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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-Marking

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Jenny Beach - Community Representative (Business)
- Brian Book - Teacher
- Donna Butler - Parent/Guardian
- David Henke - Teacher
- Pam Johnson - Community
- Robin Morgan - School Counselor
- Steve Morris - Administrator

Strategy Chairs

- Dane Carter
- Rebecca Davis
- Eric Morgan
- Robin Morgan
- Robin Morgan
- Allison Schalk

Community Council

- Tammy Arbuckle - Parent
- Jane Berkley - Parent
- Mary Blank - Parent
- Jetta Dauphinee - Business Person
- Debbie Hardin - Parent

- Karla Henke - Child Care Business
- Sandy Johnson - Parent
- Wendy Kennedy - Business Person
- Judy Ketterer - Parent/PM Committee
- Judie Moore - Youth Service Organization
- Beverly Parsons - Parent
- Patty Pollard - Parent
- Robert Schickel - School Board/Business
- David Schmelz - Alumni
- Kenneth Schmelz - parent
- Larry Schmelz - Alumni
- Penny Schmelz - corporation treasurer/parent of hs graduates
- Connie Walter - Business Person
- Anna Williams - parent
- Darrell Williams - Business Person

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	52	55	43	55		55		60		65		100

12th Grade Students - % graduating

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
100	95	100	96	100		100		100		100		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	26	30	34	35		40		45		50		100

All students - % earning Pass+ on ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
20	11	20	33	35		40		45		50		100

All students - % passing Core 40 ECA Algebra I

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	66	70	77	78		79		80		82		100

All students - % passing Core 40 ECA English 10

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	79	80	90	92		93		94		95		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	82	85	90	92		93		94		95		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	72	75	47	60		65		70		75		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... a Safe and Disciplined Learning Environment is maintained

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

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 AP classes or classes leading to an Academic Honors Diploma.

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.

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

Faculty input and discussion reflects the need to continue with professional development through the PLC model.

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 future college and career success.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Differentiated Instruction & Assessment (DI&A)

Classroom Teachers will incorporate differentiated lessons into their instruction in the form of tiered ability instruction. The differentiated lessons will contain tiered lessons of Bloom's Taxonomy and standard specific instruction. Implementation will be on-going with documentation required from teachers once per grading period. Each teacher will share the differentiated lesson with their Professional Learning Community group throughout the year. When implemented fully, all classroom teachers will use differentiated lessons to meet the needs of all learners. Full implementation will be monitored throughout the year as observed through periodic and unplanned walkthroughs.

Impact Level: High Impact - Inside

Focus: Specific

Teacher Advisory Program (TAP)

All students will be involved monthly in a one-on-one or small group advisement session with a teacher or student mentor. 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. Each student will receive a guidance folder containing specific information per grade level. 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 twice each nine weeks to identify struggling students. Students with failing grades will be monitored on a weekly basis, including students in the Free and Reduced Lunch population. This monitoring will take place each week through the Success Center. Students referred to TAT for Tier II interventions will receive assistance through the TAT problem-solving model. 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 enable students to pursue Core 40 and AHD/THD. All students will be counseled to pursue the Core 40 diploma at a minimum. Students and parents will also be encouraged to take the most rigorous coursework possible. Beginning with the Class of 2016, a career portfolio, including the four-year plan, will be developed through the required Preparing for College and Careers' class. The school will host annual parent meetings each spring prior to course registration to update curricular changes and promote the pursuit of advanced diplomas. 6 AP Advanced Placement courses will be offered in 2013-14 (Psychology, Calculus; Chemistry, Spanish IV, Music Theory and Human Geography). 12 dual credit courses will be offered through Ivy Tech, Indiana University 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 Intercessions 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 or Saturday School to make-up time d. referral to the county Truancy Court initiative if attendance problems persist

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Writing Process

The writing process will consist of application of the 6 traits of writing across all content areas. All teachers will provide one writing prompt per grading period (one essay, response to text) as part of incorporating common core literacy standards in all content areas. The essay each nine weeks will be an on-demand writing piece graded on the 6 traits. Each teacher will turn in their prompt and a sample of student writing reflecting writing on a high-medium and low level. The goal of the writing process is to improve student outcomes on the writing portion of ISTEP/ECA tests and improved student scores on the PSAT/SAT/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 analyzed weekly on the failing grades list. Students in the free/reduced lunch population will receive extra instruction in their subjects each week through the Success Center. They will be pulled from Study Hall to the Success Center for tutoring and will be invited to after school tutoring every Thursday. Students in need of intensive interventions will have their schedule modified to provide small group assistance in our credit recovery program. Student progress within the free/reduced lunch population will also be reviewed during regular TAT committee meetings.

Impact Level: High Impact - Inside

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. Starting with the Class of 2016, a career portfolio will be developed for each student through the "Preparing for College and Careers" class.

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 two Bloom's New Taxonomy levels as reported on their submitted lesson plan.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	90		95	

% of teachers specifically listing standard and standards-based vocab on submitted lesson plan

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	85		90	

% of teachers specifically listing and using tiered ability differentiated instruction for a formal lesson

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	80		85	

% of teachers differentiating the lesson during their unscheduled walkthroughs

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	25		30	

Teacher Advisory Program (TAP)

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
3.6				

Teacher Assistance Team (TAT)

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
84	86		86	

Required Strategies

F. Encourage Rigorous Curriculum

% of students 10 -12 enrolled annually in AP or dual-credit courses

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
25	30			

I. Focused Academic Area: Writing Process

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

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

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.

Attendance

Aug 3, 2013: Attendance Policy review with students **Person:** Steve Morris/Robin Morgan

Aug 5, 2013: Weekly attendance update **Person:** Robin Morgan/Janice Parsons

Dec 20, 2013: Collect first semester attendance data **Person:** Janice Parsons

Jun 3, 2014: Collect second semester attendance data **Person:** Janice Parsons

Differentiated Instruction & Assessment (DI&A)

Apr 1, 2013: Collect baseline data: % of teachers differentiating the lesson during their unscheduled walkthroughs **Person:**

Jul 26, 2013: Tiered Ability Refresher **Person:** Schalk

Aug 21, 2013: Differentiated Professional Development **Person:** Schalk

Sep 4, 2013: Shared Tiered Lesson **Person:** Schalk

Nov 20, 2013: Differentiated Professional Development **Person:** Taylor

Nov 30, 2013: Collect fall data: % of teachers differentiating the lesson during their unscheduled walkthroughs **Person:**

Nov 30, 2013: Collect fall data: % of teachers specifically listing and using tiered ability differentiated instruction for a formal lesson **Person:**

Nov 30, 2013: Collect fall data: % of teachers specifically listing standard and standards-based vocab on submitted lesson plan **Person:**

Nov 30, 2013: Collect fall data: The % of teachers using two Bloom's New Taxonomy levels as reported on their submitted lesson plan. **Person:**

Dec 4, 2013: Shared Tiered Lesson **Person:** Taylor

Feb 19, 2014: Differentiated Professional Development **Person:** Schalk

Mar 5, 2014: Shared Tiered Lesson **Person:** Schalk

Apr 23, 2014: Differentiated Professional Development **Person:** Schalk

May 7, 2014: Shared Tiered Lesson **Person:** Schalk

Jun 30, 2014: Collect spring data: % of teachers differentiating the lesson during their unscheduled walkthroughs **Person:**

Jun 30, 2014: Collect spring data: % of teachers specifically listing and using tiered ability differentiated instruction for a formal lesson **Person:**

Jun 30, 2014: Collect spring data: % of teachers specifically listing standard and standards-based vocab on submitted lesson plan **Person:**

Jun 30, 2014: Collect spring data: The % of teachers using two Bloom's New Taxonomy levels as reported on their submitted lesson plan. **Person:**

Encourage Rigorous Curriculum

Apr 1, 2013: Collect baseline data: % of students 10 -12 enrolled annually in AP or dual-credit courses **Person:** Robin Morgan

May 16, 2013: 6th grade transition activity **Person:** Robin Morgan/Steve Morris

Jul 18, 2013: 7th grade orientation program **Person:** Robin Morgan/Steve Morris

Aug 2, 2013: Individual grade level meetings **Person:** Robin Morgan/Steve Morris

Nov 30, 2013: Collect fall data: % of students 10 -12 enrolled annually in AP or dual-credit courses **Person:** Robin Morgan

Jan 23, 2014: Individual grade level meetings to discuss scheduling/curriculum choices **Person:** Robin Morgan

Jan 23, 2014: Parent meetings to discuss scheduling/curriculum choices **Person:** Robin Morgan

Feb 5, 2014: Student Scheduling for 2014-15 **Person:** Robin Morgan

Jun 30, 2014: Collect spring data: % of students 10 -12 enrolled annually in AP or dual-credit courses **Person:** Robin Morgan

Focused Academic Area

Jul 26, 2013: 6 traits writing introduction **Person:** Allison Schalk/Rebecca Davis
Jul 26, 2013: 6 traits writing introduction **Person:** Allison Schalk/Rebecca Davis
Aug 28, 2013: Writing prompt development **Person:** A. Schalk/R. Davis/all faculty
Aug 28, 2013: Writing prompt development **Person:** Allison Schalk/Rebecca Davis
Oct 23, 2013: PLC: Writing prompt review **Person:** all faculty
Nov 30, 2013: Collect fall data: % of all teachers who use writing rubric to score student work **Person:** Rebecca Davis
Jan 8, 2014: 6 traits writing review/expansion **Person:** Allison Schalk/Rebecca Davis
Jan 8, 2014: 6 traits writing review/expansion **Person:** Allison Schalk/Rebecca Davis
Jan 8, 2014: PLC: Writing prompt review **Person:** all faculty
Mar 19, 2014: PLC: Writing prompt review **Person:** all faculty
May 22, 2014: PLC: Writing prompt review **Person:** all faculty
Jun 30, 2014: Collect spring data: % of all teachers who use writing rubric to score student work **Person:** Rebecca Davis

Focused Student Group

Aug 29, 2013: Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force
Oct 22, 2013: Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force
Nov 14, 2013: Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force
Jan 8, 2014: Collect first semester data of % of free/reduced lunch students that passed all classes the first semester **Person:** Eric Morgan/Robin Morgan
Jan 9, 2014: Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force
Feb 6, 2014: Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force
Apr 10, 2014: Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force
Apr 24, 2014: Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force
May 29, 2014: Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force
Jun 3, 2014: Collect first semester data of % of free/reduced lunch students that passed all classes the second semester **Person:** Eric Morgan/Robin Morgan

Graduation Plan

Aug 15, 2013: Portfolio Development, Class of 2016 **Person:** Robin Morgan/Stacy Baker

Teacher Advisory Program (TAP)

Aug 2, 2013: TAP Meeting **Person:** Homeroom Teachers
Sep 6, 2013: TAP Meeting **Person:** Homeroom teachers
Nov 1, 2013: TAP Meeting **Person:** Homeroom Teachers
Nov 30, 2013: 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:**
Dec 6, 2013: TAP Meeting **Person:** Homeroom Teachers
Feb 7, 2014: TAP Meeting **Person:** Homeroom Teachers
Mar 7, 2014: TAP Meeting **Person:** Homeroom Teachers
May 2, 2014: TAP Meeting **Person:** Homeroom Teachers
Jun 30, 2014: 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:**

Teacher Assistance Team (TAT)

Jul 25, 2013: Faculty/Staff Presentation **Person:** Eric Morgan
Aug 29, 2013: Determine Appropriate Interventions **Person:** Teacher Assistance Team
Oct 22, 2013: Determine Appropriate Interventions **Person:** Teacher Assistance Team
Nov 14, 2013: Determine Appropriate Interventions **Person:** Teacher Assistance Team
Nov 30, 2013: Collect fall data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale of survey created by the TAT. **Person:** Eric Morgan
Jan 9, 2014: Determine Appropriate Interventions **Person:** Teacher Assistance Team
Feb 6, 2014: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Apr 10, 2014: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Apr 24, 2014: Determine Appropriate Interventions **Person:** Teacher Assistance Team

May 29, 2014: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Jun 30, 2014: Collect spring data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale 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)

Differentiated Professional Development

Brief Description: Teachers will select new strategies to learn through the use of choice professional development.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 21, 2013

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Differentiated Professional Development

Brief Description: Teachers will select new strategies to learn through the use of choice professional development.

Intended Participants: Teachers, Counselors, Administrators

Date: Nov 20, 2013

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? No

Differentiated Professional Development

Brief Description: Teachers will select new strategies to learn through the use of choice professional development.

Intended Participants: Teachers, Counselors, Administrators

Date: Feb 19, 2014

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Differentiated Professional Development

Brief Description: Teachers will select new strategies to learn through the use of choice professional development.

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 23, 2014

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Tiered Ability Refresher

Brief Description: Teachers will present a variety of ways in a variety of subject areas to differentiate for tiered ability.

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 26, 2013

Activity Purpose: Refinement

Activity Format: Presentation

Funding: n/a

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)

Faculty/Staff Presentation

Brief Description: Eric Morgan will review the procedures for referring struggling students to the Teacher Assistance Team. Necessary forms will be redistributed.

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 25, 2013

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Peer Coaching

Funding: NA

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum

No professional development is needed for this strategy.

G. Attendance

No professional development is needed for this strategy.

I. Focused Academic Area: Writing Process

6 traits writing introduction

Brief Description: Teachers will be introduced to the six traits of writing, focusing on ideas, word choice, organizations and conventions. The expectations for the on-demand writing prompts will be reviewed.

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 26, 2013

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: Professional Development: Riverboat funding

Does this activity occur during the school day? No

6 traits writing review/expansion

Brief Description: The English department will review the four traits evaluated the first semester and introduce two more traits for semester two: sentence fluency and voice.

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 8, 2014

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: NA

Does this activity occur during the school day? No

Writing prompt development

Brief Description: During our PLC time, the English teachers will conduct a workshop to help the rest of the faculty develop their first writing prompt. They will also review student samples of papers that are exemplary, proficient or need improvement.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 28, 2013

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Study Group, Peer Coaching

Funding: Professional Development--Riverboat money

Does this activity occur during the school day? No

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

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

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
- 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)
- I. Focused Academic Area: Writing Process
- X. Graduation Plan

We are concerned that... the school community believes that all students can pass all classes

Data Targets Influenced by This Concern:

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

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 -- % graduating
- 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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- G. Attendance

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 English 10
- All Students -- % passing Indiana Academic Standard "writing process"

Strategies to Impact This Concern:

- Differentiated Instruction & Assessment (DI&A)
- 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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>The curriculum is located in the principal's office.</p>
<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. 	<p>No rules to be waived.</p>
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	<p>Our attendance rates are very high (95-96%) and support the learning environment. Our attendance policy is proactive and requires excessive absences to be made up after school on Thursday and Saturday morning. Excessive attendance situations are also referred to the local juvenile probation office and truancy court meets in our building several times per year.</p>
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Acuity predictive exams (three times per year) in 7th/8th grade English, Math and Social Studies. Acuity predictive exams (three times per year) in ECA English 10 and Algebra I.</p>

Continuous Improvement Timeline

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

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