

# **School Improvement Plan - 2014-2015**

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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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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Comprehensive Needs Assessment / Areas of Concern . . . . . 9
- Strategies . . . . . 11
- Strategy Data . . . . . 13
- To-Do List . . . . . 15
- Professional Development Summary . . . . . 18
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 22
- Force Field Excerpt . . . . . 25
- Continuous Improvement Timeline . . . . . 26

# 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 American Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- American Student Achievement Institute
- Indiana Rules and Regulations

## **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)
- Brian Book - Teacher
- Donna Butler - Parent/Guardian
- David Henke - Teacher
- Pam Johnson - Community
- Robin Morgan - School Counselor
- Steve Morris - Administrator
- Thomas Sinex - Teacher

## Strategy Chairs

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

## Community Council

- Erin Coomer - parent
- Wendy Adams - Parent/teacher group
- Leigh Ann Campbell - Business
- Ginny Hauswald - Community
- Tim Johnson - Community

- Wendy Kennedy - Business Person
- Judy Ketterer - Parent/PM Committee
- Brook Kramer - parent
- Denzil McKim - School Board
- Sharon Rothrock - School Board
- JoAn Schickel - community
- Pete Schickel - community
- Robert Schickel - School Board/Business
- Kenneth Schmelz - parent
- Larry Schmelz - Alumni
- Penny Schmelz - corporation treasurer/parent of hs graduates
- Gary Yochum - Community

# Vision Statement

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

## **We believe all students deserve:**

â€¢ To be surrounded by caring adults who respect them â€¢ Being presented with opportunities to succeed â€¢ To be accepted as Independent thinkers â€¢ Teachers who engage them in learning â€¢ Teachers who encourage them to explore and be innovative â€¢ A rich diverse curriculum

## **All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:**

â€¢ Have high expectations of all students â€¢ Work collaboratively to help students meet those expectations â€¢ Create a positive learning environment â€¢ Provide trained teachers with real-world experiences and expanded curricula â€¢ Provide Facilities and materials/resources to help students achieve their goals â€¢ Provide extra time and help for students â€¢ Adults provide advisory programs for students

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

â€¢ Have high expectations for learning â€¢ Are positively and actively engaged in learning â€¢ Are self-motivated and independent thinkers â€¢ Exhibit strong personal management and team building skills â€¢ Practice positive citizenship â€¢ Show tolerance for different backgrounds and cultures â€¢ Possesses the self-knowledge, career awareness and skills required to make educational and career decisions â€¢ Become lifelong learners â€¢ Graduate from Lanesville with college and career-ready skills

## **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 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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	43	55	54	55		60		65		70		100

## 12th Grade Students - % graduating

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
100	100	100	96	100		100		100		100		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	34	35	20	35		40		45		50		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
20	33	35	38	40		45		50		55		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	77	78	79	82		85		88		90		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	90	92	97	93		94		95		96		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	90	92	93	93		94		95		96		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	47	60	60	65		70		75		80		100



# Comprehensive Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

## Areas of Concern

### **We are concerned that... 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.

### **We are concerned that... Encourage Rigorous Curriculum**

The self study reviewed that some students (and parents) opt out of taking the most rigorous course load to protect a GPA.

**We are concerned that... Attendance**

The force field study did not review this concern; however, it is a state required component of school improvement planning.

**We are concerned that... Focused Academic Area**

The self study revealed our students are not performing at the national average level on SAT, PSAT and ACT exams, particularly in the area of writing. Their writing prompts are fine for ISTEP and ECA, but need to improve for college level exams.

**We are concerned that... Focused Student Group**

The self study shows that free/reduced lunch students still score 10-15% lower (on average) on standardized assessments like ISTEP and ECA compared to their paid lunch peers.

**We are concerned that... Graduation Plan**

From our self study, we still have students that believe graduation will just happen instead of working a plan of achievement. Some parents have the same orientation.

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Strategies

### 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

### 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. 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. During the planned walk-throughs, the expectation is to see differentiated lessons being taught.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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 2014-15 (Psychology, Calculus; Chemistry, Spanish IV, Music Theory and Human Geography). 13 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, as part of the Flex Strategy and during four Intercessions throughout the year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Flex Guided Instruction Program

All students will participate in a flex program with guided instruction two times weekly. Students will be grouped according to academic needs and will be rotated every 4 1/2 weeks. As part of this flex program, 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, Colleg and Career Ready standards and work ethic orientation. 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. During the weekly PLC meeting, teachers will work together to prepare specific plans for remediation for at-risk students. Teachers will advise the same students from grade 7 through graduation.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Focused Academic Area**

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 the new Indiana 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

### **Focused Student Group**

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 Flex Strategy and 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

### **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:** Low Impact

**Focus:** Specific

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

The Teacher Assistance Team (TAT), consisting of the counselor, principal, Success Center Coordinator, Intervention Specialist and selected teachers. The TAT team will meet every 4 1/2 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. The TAT team will refer students in need of intensive intervention to their teachers for conferencing and identification of specific interventions. Every 4 1/2 weeks, TAT will reconvene to determine if the interventions have helped the students achieve academic success.

**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.

## Differentiated Instruction & Assessment (DI&A)

% of teachers differentiating the lesson as is required during scheduled walkthroughs

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
27	75		85	

% of teachers using two Bloom's New Taxonomy levels as reported during scheduled walkthroughs.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
N/A	60		70	

% of teachers who use a minimum of two Marzano's strategies during scheduled walkthroughs.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
N/A	75		85	

% of teachers identifying a standard for instruction as visible or evident during scheduled walkthroughs.

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

**Encourage Rigorous Curriculum**

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
35	40			

**Flex Guided Instruction Program**

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

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

**Focused Academic Area**

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

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

**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 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
86	90		90	

## 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, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Aug 10, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Aug 17, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Aug 21, 2014:** Attendance Policy Review with students **Person:** Administration/teachers  
**Aug 21, 2014:** Weekly attendance update **Person:** Robin Morgan/Janice Parsons  
**Aug 24, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Aug 31, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Sep 7, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Sep 14, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Sep 21, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Sep 28, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Oct 5, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Oct 12, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Oct 19, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Oct 26, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Nov 2, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Nov 9, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Nov 16, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Nov 23, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Nov 30, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Dec 7, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Dec 14, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Dec 21, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Dec 22, 2014:** Collect first semester attendance data **Person:** Steve Morris/Robin Morgan/Janice Parsons  
**Dec 28, 2014:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Jan 4, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Jan 11, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Jan 18, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Jan 25, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Feb 1, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Feb 8, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Feb 15, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Feb 22, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Mar 1, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Mar 8, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Mar 15, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Mar 22, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Mar 29, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Apr 5, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Apr 12, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Apr 19, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**Apr 26, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**May 3, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**May 10, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan

**May 17, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**May 24, 2015:** Weekly attendance checks **Person:** Mark Lambertus/Robin Morgan  
**May 30, 2015:** Collect second semester attendance data **Person:** Steve Morris/Robin Morgan/Janice Parsons

## **Differentiated Instruction & Assessment (DI&A)**

**Apr 1, 2014:** Collect baseline data: % of teachers identifying a standard for instruction as visible or evident during scheduled walkthroughs. **Person:**  
**Apr 1, 2014:** Collect baseline data: % of teachers using two Bloom's New Taxonomy levels as reported during scheduled walkthroughs. **Person:**  
**Apr 1, 2014:** Collect baseline data: % of teachers who use a minimum of two Marzano's strategies during scheduled walkthroughs. **Person:**  
**Jul 28, 2014:** Differentiated Instruction Strategy Skill Building **Person:** Schalk  
**Sep 10, 2014:** Walkthrough DI Lesson Discussion **Person:** Staff  
**Sep 10, 2014:** Walkthrough Evidence Analysis **Person:** Schalk  
**Nov 30, 2014:** Collect fall data: % of teachers differentiating the lesson as is required during scheduled walkthroughs **Person:**  
**Nov 30, 2014:** Collect fall data: % of teachers identifying a standard for instruction as visible or evident during scheduled walkthroughs. **Person:**  
**Nov 30, 2014:** Collect fall data: % of teachers using two Bloom's New Taxonomy levels as reported during scheduled walkthroughs. **Person:**  
**Nov 30, 2014:** Collect fall data: % of teachers who use a minimum of two Marzano's strategies during scheduled walkthroughs. **Person:**  
**Dec 3, 2014:** Walkthrough DI Lesson Discussion **Person:** Staff  
**Dec 3, 2014:** Walkthrough Evidence Analysis **Person:** Schalk  
**Feb 25, 2015:** Walkthrough DI Lesson Discussion **Person:** Staff  
**Feb 25, 2015:** Walkthrough Evidence Analysis **Person:** Schalk  
**Apr 29, 2015:** Walkthrough DI Lesson Discussion **Person:** Staff  
**Apr 29, 2015:** Walkthrough Evidence Analysis **Person:** Schalk  
**Jun 30, 2015:** Collect spring data: % of teachers differentiating the lesson as is required during scheduled walkthroughs **Person:**  
**Jun 30, 2015:** Collect spring data: % of teachers identifying a standard for instruction as visible or evident during scheduled walkthroughs. **Person:**  
**Jun 30, 2015:** Collect spring data: % of teachers using two Bloom's New Taxonomy levels as reported during scheduled walkthroughs. **Person:**  
**Jun 30, 2015:** Collect spring data: % of teachers who use a minimum of two Marzano's strategies during scheduled walkthroughs. **Person:**

## **Encourage Rigorous Curriculum**

**Mar 15, 2014:** Individual class scheduling meetings with students and parents **Person:** Steve Morris, Robin Morgan  
**Nov 30, 2014:** Collect fall data: % of students 10 -12 enrolled annually in AP or dual-credit courses **Person:** Robin Morgan  
**Jun 30, 2015:** Collect spring data: % of students 10 -12 enrolled annually in AP or dual-credit courses **Person:** Robin Morgan

## **Flex Guided Instruction Program**

**Aug 21, 2014:** Month TAP meeting during flex time **Person:** homeroom teachers  
**Sep 18, 2014:** Month TAP meeting during flex time **Person:** homeroom teachers  
**Oct 23, 2014:** Month TAP meeting during flex time **Person:** homeroom teachers  
**Nov 20, 2014:** Month TAP meeting during flex time **Person:** homeroom teachers  
**Nov 30, 2014:** 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  
**Dec 18, 2014:** Month TAP meeting during flex time **Person:** homeroom teachers  
**Jan 15, 2015:** Month TAP meeting during flex time **Person:** homeroom teachers  
**Feb 19, 2015:** Month TAP meeting during flex time **Person:** homeroom teachers  
**Mar 19, 2015:** Month TAP meeting during flex time **Person:** homeroom teachers  
**Apr 16, 2015:** Month TAP meeting during flex time **Person:** homeroom teachers  
**May 21, 2015:** Month TAP meeting during flex time **Person:** homeroom teachers  
**Jun 30, 2015:** 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



## Focused Academic Area

**Jul 29, 2014:** 6 Traits of Writing Training **Person:** S. Morris  
**Aug 20, 2014:** 6 Traits Stamp Activity **Person:** S. Morris/ Schalk  
**Aug 20, 2014:** Rubric Training **Person:** Schalk  
**Aug 20, 2014:** School Wide Strategy Roll-Out **Person:** Schalk  
**Oct 22, 2014:** Prompt Development and Work Time **Person:** Schalk  
**Nov 19, 2014:** Writing Samples and Scoring Discussion **Person:** Staff  
**Nov 30, 2014:** Collect fall data: % of all teachers who use writing rubric to score student work **Person:**  
**Apr 15, 2015:** 6 traits of writing follow-up **Person:** Steve Morris  
**Apr 15, 2015:** Prompt Development and Work Time **Person:** Schalk  
**May 13, 2015:** Writing Samples and Scoring Discussion **Person:** Staff  
**Jun 30, 2015:** Collect spring data: % of all teachers who use writing rubric to score student work **Person:**

## Focused Student Group

**Aug 21, 2014:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**Sep 18, 2014:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**Oct 16, 2014:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**Nov 20, 2014:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**Dec 18, 2014:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**Jan 8, 2015:** Collect first semester data of F/R students passing all classes **Person:** Eric Morgan/Robin Morgan  
**Jan 15, 2015:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**Feb 19, 2015:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**Mar 19, 2015:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**Apr 16, 2015:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**May 21, 2015:** Review free/reduced lunch students failing core classes during TAT meetings **Person:** TAT strategy task force  
**Jun 5, 2015:** Collect second semester data of F/R students passing all classes **Person:** Eric Morgan/Robin Morgan

## Graduation Plan

**Aug 15, 2014:** Portfolio Development, Class of 2017 **Person:** Robin Morgan/Stacy Baker  
**Dec 15, 2014:** Portfolio Update, Class of 2016 **Person:** Robin Morgan

## Teacher Assistance Team (TAT)

**Jul 28, 2014:** 6 traits writing **Person:** Steve Morris/Smekens Group  
**Jul 29, 2014:** Faculty/Staff Presentation **Person:** Eric Morgan  
**Aug 28, 2014:** Determine Appropriate Interventions **Person:** Teacher Assistance Team  
**Oct 23, 2014:** Determine Appropriate Interventions **Person:** Teacher Assistance Team  
**Nov 13, 2014:** Determine Appropriate Interventions **Person:** Teacher Assistance Team  
**Nov 18, 2014:** 6 traits writing **Person:** Steve Morris/Smekens Group  
**Nov 30, 2014:** 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:**  
**Jan 8, 2015:** Determine Appropriate Interventions **Person:** Teacher Assistance Team  
**Feb 5, 2015:** Determine Appropriate Interventions **Person:** Teacher Assistance Team  
**Apr 9, 2015:** Determine Appropriate Interventions **Person:** Teacher Assistance Team  
**Apr 14, 2015:** 6 traits writing **Person:** Steve Morris/Smekens Group  
**Apr 23, 2015:** Determine Appropriate Interventions **Person:** Teacher Assistance Team  
**May 28, 2015:** Determine Appropriate Interventions **Person:** Teacher Assistance Team  
**Jun 30, 2015:** 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:**

# Professional Development Summary

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

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

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

## Attendance

No professional development is needed for this strategy.

## Differentiated Instruction & Assessment (DI&A)

### Differentiated Instruction Strategy Skill Building

**Brief Description:** The strategy will be reviewed as well as the changes made to the strategy for the upcoming year. In addition, teachers will practice planning DI lessons with given standards.

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

**Date:** Jul 28, 2014

**Activity Purpose:** Skill Building, Refinement

**Activity Format:** Collaborative Problem Solving

**Funding:** N/A

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

### Walkthrough DI Lesson Discussion

**Brief Description:** Teachers will share lessons observed during scheduled walk-throughs and collaboratively develop ideas for further differentiated lessons.

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

**Date:** Sep 10, 2014

**Activity Purpose:** Feedback/Support

**Activity Format:** Study Group

**Funding:** N/A

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

### **Walkthrough DI Lesson Discussion**

**Brief Description:** Teachers will share lessons observed during scheduled walk-throughs and collaboratively develop ideas for further differentiated lessons.

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

**Date:** Dec 3, 2014

**Activity Purpose:** Feedback/Support

**Activity Format:** Study Group

**Funding:** N/A

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

### **Walkthrough DI Lesson Discussion**

**Brief Description:** Enter a brief description of Teachers will share lessons observed during scheduled walk-throughs and collaboratively develop ideas for further differentiated lessons.

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

**Date:** Feb 25, 2015

**Activity Purpose:** Feedback/Support

**Activity Format:** Study Group

**Funding:** N/A

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

### **Walkthrough DI Lesson Discussion**

**Brief Description:** Teachers will share lessons observed during scheduled walk-throughs and collaboratively develop ideas for further differentiated lessons.

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

**Date:** Apr 29, 2015

**Activity Purpose:** Feedback/Support

**Activity Format:** Study Group

**Funding:** N/A

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

## **Encourage Rigorous Curriculum**

No professional development is needed for this strategy.

## **Flex Guided Instruction Program**

No professional development is needed for this strategy.

## Focused Academic Area

### 6 traits of writing follow-up

**Brief Description:** Follow-up to the initial trainings from the Smekens Group on 6-traits writing

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

**Date:** Apr 15, 2015

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

**Activity Format:** Peer Coaching

**Funding:** pd money

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

### 6 Traits of Writing Training

**Brief Description:** Smekens Group will visit the school and train all teachers on the 6 Traits of Writing. They will provide explanations as well as activities to enhance the learning of these traits.

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

**Date:** Jul 29, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** School Corporation/ Title 2/ River Boat Funding

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

### Rubric Training

**Brief Description:** Teachers will be given 6 Traits scoring rubrics and will be taught how to implement their uses in their classrooms.

**Intended Participants:** Teachers, Administrators

**Date:** Aug 20, 2014

**Activity Purpose:** Information

**Activity Format:** Presentation

**Funding:** N/A

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

## Focused Student Group

No professional development is needed for this strategy.

## Graduation Plan

No professional development is needed for this strategy.

## Teacher Assistance Team (TAT)

### 6 traits writing

**Brief Description:** All teachers K-12 will be taught a common writing rubric to be implemented this year. This will allow the TAT team to focus on students in need of writing assistance.

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

**Date:** Jul 28, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title II funds

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

### 6 traits writing

**Brief Description:** Writing follow-up by the Smekens Group on 6 traits implementation

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

**Date:** Nov 18, 2014

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

**Activity Format:** Peer Coaching

**Funding:** Title II funds

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

### 6 traits writing

**Brief Description:** Writing follow-up by the Smekens Group on 6-traits implementation

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

**Date:** Apr 14, 2015

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

**Activity Format:** Peer Coaching

**Funding:** Title II funds

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

## **Relationship Report: Areas of Concern / Strategies / Achievement Goals**

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

### **We are concerned that... 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 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:**

- Flex Guided Instruction Program
- 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:**

- Encourage Rigorous Curriculum
- Flex Guided Instruction Program
- 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)
- Focused Academic Area
- 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:**

- Attendance
- Encourage Rigorous Curriculum
- Focused Student Group
- Teacher Assistance Team (TAT)

**We are concerned that... Encourage Rigorous Curriculum****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:**

- Differentiated Instruction & Assessment (DI&A)
- Encourage Rigorous Curriculum
- Flex Guided Instruction Program
- Graduation Plan

**We are concerned that... Attendance****Data Targets Influenced by This Concern:**

- 12th Grade Students -- % graduating

**Strategies to Impact This Concern:**

- Attendance
- Flex Guided Instruction Program

**We are concerned that... Focused Academic Area****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:**

- Flex Guided Instruction Program
- Focused Academic Area

**We are concerned that... Focused Student Group**

**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:**

- Flex Guided Instruction Program
- Focused Student Group
- Teacher Assistance Team (TAT)

**We are concerned that... Graduation Plan**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Flex Guided Instruction Program
- Focused Student Group



## 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"> <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>	<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. The attendance policy is proactive and requires excessive absences to be made up after school on Thursday and Saturday morning. Excessive attendance situations are dealt with by our guidance counselor through working with students and parents and are also referred to the local juvenile probation office. Truancy Court in our county is another option.</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 Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	n/a
<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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

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