

School Improvement Plan - 2010-2011

Generated on May 21, 2010 at 11:00 AM

Bon Air Middle Sch (2951)

Kokomo-Center Twp Con Sch Corp

Kokomo, 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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 9
- Strategies 11
- Strategy Data 14
- To-Do List 15
- Professional Development Summary 17
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 19
- Force Field Excerpt 23
- Continuous Improvement Timeline 24

School Improvement Plan Introduction

Bon Air Middle Sch

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

- Indiana Student Achievement Institute
- PL221
- Title I - Targeted Assistance School

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

- Greta Bergsieker - School Counselor
- Gail Hart - Teacher
- Joe Holtson - Community Representative (Business)
- Stephanie Holtson - Teacher
- Debbie Knowling - Parent/Guardian
- Kathryn Reckard - Administrator

Strategy Chairs

- Lory Etheridge
- Holly Herrera
- Stephanie Holtson
- Aaron Hyman
- Kathryn Reckard
- Angel Walthour
- Jody Watkins

Community Council

- Jennifer Barbary - parent biracial male 7th grader
- Shane Chapman - parent of white male and female 7th graders
- Terry Clark - Parent of white, female, 8th grade, advanced student
- Joy Dewing - Title 1 Literacy Coach
- Debbie Greene - Paraprofessional @ Washington Elementary

- Glen Grundmann - Business
- Tanisha Hall - parent of black male 7th grader
- Steve Hart - Business Owner
- Jim Holtson - Community
- Tamatha Kirby - parent of black female 8th grader
- Jessica Mckay Chapman - parent of white male and female 7th graders
- Masato Ogawa - Education
- Sandi Quinton - Director of Title 1
- Teri Roe - parent of 8th grade white female student
- Jeff Russell - former parent of a special ed student
- Marilyn Skinner - Community--Higher Education
- Pat Slusher - Community--Higher Education
- Sonya Snow - Community--City Government
- Travis Taflinger - Youth Service
- Don Travis - Community--Criminal Justice
- Dave Trine - Community--Police Officer
- Michael Tulley - Educator
- Chuck Wiegamn - Business Owner
- Michael Wyant - Community--Public Official

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:

A safe, structured environment. Highly qualified teachers. Rigorous, challenging curriculum. State-of-the-art equipment, materials, and resources. Supportive community. Caring counselors. (emotional and academic) Parent involvement. Love and respect. Quality and variety of curricular/extra curricular classes and activities. Extra help during and after school. Controlled environment for detention, suspension, and expulsion. Developed goals and career exposure. Real-life experiences. Being taught by various learning styles. Environment where student achievement is valued. Higher expectations. Personal stake in education. Healthier food. A diploma. A standards based education. Chance to overcome environment. Exposure to work force expectations. Teachers who believe students can achieve. An opportunity for higher education. Clear and fair assessment.

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

Be supportive of each other. Patience. Treat staff and students with respect. High and clear expectations. Be consistent. Integrity. Set an example. World view. Believe in student achievement. Be authentic. Upholding standards. Positive attitude. All students are scholars. Responsible for all students. Successful regardless of home environment. Believe in student potential. Accept no excuses. Cannot teach in chaos. Teachers have to work hard. Can transform student lives. Stick to standards. Structure and boundaries. Assume nothing. Life experiences. Emphasis on learning not grades.

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

Respectful. Have a desire to learn. Not afraid to fail or try. Personal responsibility and accountability. Higher self expectations, concrete goals. Student leadership. Coming prepared to learn. Willingness to work hard to obtain goals. Ability to work cooperatively. Punctuality. Leading by positive behavior. Responsibility for peers. School and community involvement. Having fun with their work. Enthusiasm for school. Are not using drugs. Follow rules. Turn in all assignments. Earn good grades. Ask more questions. Ask about their grades. Get tutored. Get enough sleep. More organized - fill out planners. Focus on teacher/eyes on speaker. Use time wisely. Not dropping out of high school.

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

- % of students who pass ISTEP English: 100%
- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Social Studies: 100%
- % of students who pass ISTEP Science: 100%
- % of students who read on grade level: 100%
- % of students who have perfect attendance: 100%
- % of students who are on time to school: 100%
- % of students who complete their homework: 100%
- % of students who dress appropriately: 100%
- % of students who pass Algebra I Core 40 Assessment: 100%
- % of students who type 32 wpm using correct keyboarding: 100%
- % of students who pass ISTEP writing assessment: 100%
- % of students who standard language usage at school: 100%
- % of students who are referral free: 100%
- % of students who pass technology project (8th grade): 100%
- % of students who pass 9th grade: 100%
- % of students who graduate with a Core 40 diploma: 100%
- % of students who earn Presidential Fitness award: 100%
- % of students who achieve ideal body weight: 100%
- % of students who participate in fine arts: 100%
- % of students who lifelong library users: 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.

All Students - Passing ISTEP English (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	59.2%	68%	65.4%	71%		74%		77%		80%		100%

All Students - Passing ISTEP English Writing Process (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	60%	70%	54%	65%		68%		72%		77%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	68.7%	70%		75%		80%		85%		90%		100%

Special Education students - Passing ISTEP English/LA (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
29%	26.1%	32%	34%	35%		38%		41%		44%		100%

Title One Students - Pass ISTEP+ Eng/LA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				50%		54%		58%		62%		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... Timely Additional Assistance

We are concerned that... Progress Monitoring and Data Driven Instruction

There is a lack of continuity for monitoring student progress. Staff does not use assessment data to plan instruction.

We are concerned that... An articulated curriculum does not exist.

Curriculum maps are not available to teachers and teachers have not had professional development related to curriculum design.

We are concerned that... The staff does not use universal assessment data to plan instruction.

Because we haven't had a universal district assessment system, teachers have not been able to use assessment results for instructional planning consistently across the district.

Required Areas of Concern

A. Parent Involvement

B. Educator Training

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

PK-12 Universal Assessment Data Linked to Instruction

The district will provide professional development for data chairs and building representatives about how to interpret and use the data obtained from the district's universal assessments. The professional development activities will be provided throughout the school year beginning in the fall of 2010. The school's data chair will 1) attend training provided by the district, 2) present content learned to their staff, and 3) provide feedback to the district assessment administrator through a survey.

Impact Level: High Impact - Inside

Focus: Specific

PK-12 Universal Assessment Implementation

The district will provide professional development related to the implementation of the district's universal assessments for data chairs and building representatives throughout the school year beginning in the fall of 2010. The school's data chair will 1) attend training provided by the district, 2) present content learned to their staff, and 3) provide feedback regarding implementation to the district assessment administrator.

Impact Level: High Impact - Inside

Focus: Specific

Timely Additional Assistance: Community Mentoring Program

Community members will mentor at risk students daily during enrichment or rotation classes.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

A. Parent Involvement: Parent Involvement Nights

Encourage parents to become more involved in their child's learning while learning more about Bon Air Middle School. The teachers and students will host parents on two separate nights next school year. Math/Science Night will be in the fall and Fine Arts Night will be in the spring (choir, band, English & art). These two activity nights will be hands-on and a positive learning experience for parents as well as students. During these nights the following will also be discussed: IN Academic Standards and how they relate to ISTEP+, tools that parents can use to monitor their child's success in school, inform parents about open communication with teachers and administrators, and inform parents about how they will receive information about ways to become involved in their child's education. **Paula Schmidt-Hobbs will be the chair for math/science night. This strategy will incorporate strong collaboration with community resources by inviting community council to parent involvement nights and asking for donations for food, prizes, etc.

Impact Level: High Impact - Outside

Focus: Specific

B. Educator Training for Parent Involvement: Communication with Parents

The teachers will attend a staff meeting in which the administration will provide ways to more effectively communicate with parents. This educator training will take place during the Opening Day Staff Meeting for the 2010-2011 school year.

Impact Level: High Impact - Outside

Focus: Specific

E. Parent Information Resource Center Website

A staff member will ensure that parents are informed of the Indiana PIRC by first newsletter of the 2010-2011 school year and also put a tab on the Bon Air Middle School website with the same information. This will happen at the beginning of the 2010-2011 school year.

Impact Level: High Impact - Outside

Focus: Specific

F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

This strategy provides an enriched and accelerated curriculum for students. This strategy is corporation wide. Prior to selecting this strategy, for inclusion in the SIP, all teachers and the Community Council (including parent representatives) participated in discussions about students' need for academic rigor to prepare them for a global economy. The faculty and Community Council also reviewed force field data (needs assessment) to help identify strengths and weaknesses in our school's and district's curriculum rigor PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies and English/Language arts. The district chairs will 1) plan and provide professional development related to curriculum design based on "Understanding by Design," and 2) provide opportunities for building-level strategy chairs and curriculum designers to work. Curriculum designers (teachers appointed by the teachers' association) will 1) attend training provided by the district, 2) develop curriculum, and 3) share information with the staff, and 4) generate consensus on the curriculum. The school's strategy chair will 1) attend training provided by the district, 2) work with the curriculum designers to a) share information with the staff, and b) generate consensus on the curriculum.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Simple Six

Prior to selecting this strategy for inclusion in our SIP, all teachers and our community council (including parent representatives) completed three tasks: 1.) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2.) They analyzed force field data (needs assessment) and identified student needs; 3.) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. The Simple Six strategy is used for improving students' scores on standardized writing tests. It basically gives students a specific graphic organizer to make their writing more clear and concise. By utilizing this organization strategy across the curriculum, students will be so familiar with this tool, it will become "second-nature" to them. Teachers in all curriculum areas will use writing prompts and the Simple Six Prompt Attack graphic organizer in their classroom instruction to address the writing process and standardized writing prompts towards any prompt. Content area teachers will be expected to use this organizer in their instruction. Teachers will continue using Simple Six strategies into their instruction.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

Staff is required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each staff member meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. The administration will also work with HR to ensure that each teacher holds a valid teaching license and paraprofessionals are HQ. HR and administration will also maintain the list of teachers and how they demonstrate knowledge of subject matter (if needed). If a teacher or paraprofessional is non-highly qualified, the administration will work with HR to offer or suggest opportunities for the teacher or paraprofessional to gain highly-qualified status. The district will also make sure that low achieving students are taught by highly qualified teachers and paraprofessionals. Also we will make parents aware of the school's progress in employing all highly qualified teachers and professionals during our annual parent meeting.

Impact Level: High Impact - Inside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The parent right to know letter (informing parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist) is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed during enrollment. Parents are required to sign a form signifying they have received/read the information in the handbook, including the right to know letter.

Impact Level: High Impact - Outside

Focus: General

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

The Parent Right to Know Letter (Non Highly Qualified) is distributed in a timely fashion to parents of students who have been assigned, or been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Impact Level: Low Impact

Focus: Specific

S. School-Parent Compact

BAMS will develop a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's highest standards. The school-parent compact is revised and reviewed annually by staff and parents. The compact is shared with parents and students during registration and student-led conferences. If needed, the school will mail the compact too.

Impact Level: High Impact - Outside

Focus: Specific

T. Annual Parent Meeting

Parents are invited to attend the annual Title 1 meeting to learn about the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. Meetings are held at the school with sessions during the day and the evening. Parents are given copies of the Parent Involvement Policy, School-parent Compact and the School Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit.

Impact Level: High Impact - Outside

Focus: Specific

U. Focused Student Group: Special Education

This strategy addresses the needs of a student group who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the SIP, all teachers and the Community Council (including parent representatives) completed three tasks: 1. They analyzed achievement data and identified a student group who is low achieving in comparison to their peers, 2. They analyzed force field data (needs assessment) that was disaggregated by NCLB student groups to help them understand why students in the targeted student group are performing at a lower level, and 3. They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. The Simple Six strategy is used for improving students' scores on standardized writing tests. It basically gives students a specific graphic organizer to make their writing more clear and concise. By utilizing this organization strategy, students will be so familiar with this tool, it will become "second-nature" to them. Special Ed. teachers will use writing prompts and the Simple Six Prompt Attack graphic organizer in their classroom instruction to address the writing process and standardized writing prompts towards any prompt. Special Education Language Arts teachers will teach a modified Simple Six curriculum at a slower pace to students participating in the Special Education program giving students increased time. In addition, Special Education teachers will develop interventions to assist students in writing based on Simple Six while providing extra help and support during resource time.

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.

Required Strategies

The impact of the strategies will be determined through the analysis of Achievement Data and Force Field Data only.

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.

Encourage Rigorous Curriculum

Aug 20, 2010: KCS Current Curriculum Review **Person:** Al Remaly
Sep 5, 2010: Curriculum Articulation **Person:** Al Remaly
Sep 20, 2010: Common Core State Standards Review **Person:** Al Remaly
Oct 15, 2010: Curriculum Articulation **Person:** Al Remaly
Jan 20, 2011: Common Core State Assessments Review **Person:** Al Remaly
Feb 20, 2011: IDOE Learning Connections Review **Person:** Al Remaly
Mar 15, 2011: IDOE K-12 Scope & Sequence Review **Person:** Al Remaly
Apr 20, 2011: IDOE Curriculum Maps Review **Person:** Al Remaly
Apr 25, 2011: Curriculum Articulation Review **Person:** Al Remaly

Parent Involvement

Aug 10, 2010: Talk about 2 parent nights at opening staff meeting **Person:** Kathryn Reckard
Sep 15, 2010: plan Science/Math night **Person:** Paula Schmidt-Hobbs
Sep 30, 2010: Ask community members for donations for the parent involvement night **Person:** Paula Schmidt-Hobbs
Oct 6, 2010: Communicate with staff expectations for their role in Math/Science Night at Oct. staff meeting **Person:** Paula Schmidt-Hobbs
Oct 19, 2010: Science/math Night **Person:** Paula Schmidt-Hobbs
Oct 19, 2010: Sign in sheet to determine parent attendance at Science/Math Night **Person:** Paula Schmidt-Hobbs
Apr 10, 2011: Plan Fine Arts Nights **Person:** Jody Watkins
Apr 15, 2011: Ask community members for donations for the Fine Arts Night **Person:** Jody Watkins
May 1, 2011: Communicate with staff expectations for their role in Fine Arts Night **Person:** Jody Watkins
May 10, 2011: Fine Arts Night **Person:** Jody Watkins
May 10, 2011: Sign in sheet to determine parent attendance at Fine Arts Night **Person:** Jody Watkins

Pk-12 Universal Assessment Data Linked to Instruction

Aug 30, 2010: Analyze Assessment Results **Person:** Sandi Quinton
Sep 10, 2010: Link Results to Instruction **Person:** Sandi Quinton
Sep 15, 2010: Analyzing Results Staff Meeting **Person:** Kathryn Reckard
Oct 15, 2010: Assessment Grade Level Meeting **Person:** Kathryn Reckard
Nov 1, 2010: Analyze Assessment Results **Person:** Sandi Quinton
Nov 12, 2010: Link Results to Instruction **Person:** Sandi Quinton
Jan 3, 2011: Analyze Assessment Results **Person:** Sandi Quinton
Jan 14, 2011: Link Results to Instruction **Person:** Sandi Quinton
Mar 7, 2011: Analyze Assessment Results **Person:** Sandi Quinton
Mar 18, 2011: Link Results to Instruction **Person:** Sandi Quinton
Apr 20, 2011: Evaluate Use of Data to Drive Instruction **Person:** Sandi Quinton

PK-12 Universal Assessment Implementation

Aug 15, 2010: Schedule for Implementation **Person:** Kathryn Reckard
Aug 20, 2010: Implementation Overview Staff Meeting **Person:** Jody Watkins

Aug 25, 2010: Assess all PK-12 Students **Person:** Sandy Quinton
Jan 25, 2011: Assess all PK-12 Students **Person:** Sandi Quinton
Apr 20, 2011: Implementation Review **Person:** Sandi Quinton
May 25, 2011: Assess all PK-12 Students **Person:** Sandy Quinton

Professional Development Summary

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

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

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

Pk-12 Universal Assessment Data Linked to Instruction

Assessment Grade Level Meeting

Brief Description: Grade Level Teams will review assessment data with principal and results to instruction.

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 15, 2010

Activity Purpose: Skill Building

Activity Format: Collaborative Problem Solving

Funding: NA

Does this activity occur during the school day? Yes

PK-12 Universal Assessment Implementation

Schedule for Implementation

Brief Description: Principal will provide staff with a schedule for assessment implementation.

Intended Participants: Teachers, Administrators

Date: Aug 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: NA

Does this activity occur during the school day? Yes

A. Parent Involvement: Parent Involvement Nights

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

Curriculum Articulation

Brief Description: The District Chair will provide staff with articulated curriculum.

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: Title One

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.

Local Areas of Concern

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

- Title One Students -- Pass ISTEP+ Eng/LA

Strategies to Impact This Concern:

- Timely Additional Assistance: Community Mentoring Program
- U. Focused Student Group: Special Education
- A. Parent Involvement: Parent Involvement Nights

We are concerned that... Progress Monitoring and Data Driven Instruction

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP English Writing Process (seat data)

Strategies to Impact This Concern:

- Pk-12 Universal Assessment Data Linked to Instruction
- PK-12 Universal Assessment Implementation

We are concerned that... An articulated curriculum does not exist.

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

We are concerned that... The staff does not use universal assessment data to plan instruction.

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- Pk-12 Universal Assessment Data Linked to Instruction
- PK-12 Universal Assessment Implementation

Required Areas of Concern

A. Parent Involvement (TAS)

Data Targets Influenced by This Concern:

- Title One Students -- Pass ISTEP+ Eng/LA

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website
- A. Parent Involvement: Parent Involvement Nights

B. Educator Training (TAS)

Data Targets Influenced by This Concern:

- Title One Students -- Pass ISTEP+ Eng/LA

Strategies to Impact This Concern:

- PK-12 Universal Assessment Implementation
- B. Educator Training for Parent Involvement: Communication with Parents
- E. Parent Information Resource Center Website

E. Parent Information Resource Center Website (TAS)

Data Targets Influenced by This Concern:

- Title One Students -- Pass ISTEP+ Eng/LA

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement: Communication with Parents
- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, TAS)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- PK-12 Universal Assessment Data Linked to Instruction
- PK-12 Universal Assessment Implementation
- Timely Additional Assistance: Community Mentoring Program
- F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum
- I. Focused Academic Area: Simple Six

I. Focused Academic Area (PL221, TAS)

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English Writing Process (seat data)

Strategies to Impact This Concern:

- PK-12 Universal Assessment Implementation
- I. Focused Academic Area: Simple Six
- U. Focused Student Group: Special Education

J. Instruction by Highly Qualified Teachers (TAS)

Data Targets Influenced by This Concern:

- Title One Students -- Pass ISTEP+ Eng/LA

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

R1. Parent Right-to-Know Letter - Qualifications (TAS)

Data Targets Influenced by This Concern:

- Title One Students -- Pass ISTEP+ Eng/LA

Strategies to Impact This Concern:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (TAS)

Data Targets Influenced by This Concern:

- Title One Students -- Pass ISTEP+ Eng/LA

Strategies to Impact This Concern:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (TAS)

Data Targets Influenced by This Concern:

- Title One Students -- Pass ISTEP+ Eng/LA

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement: Communication with Parents
- S. School-Parent Compact

T. Annual Parent Meeting (TAS)

Data Targets Influenced by This Concern:

- Title One Students -- Pass ISTEP+ Eng/LA

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, TAS)

Data Targets Influenced by This Concern:

- Special Education students -- Passing ISTEP English/LA (AYP)

Strategies to Impact This Concern:

- Timely Additional Assistance: Community Mentoring Program
- U. Focused Student Group: Special Education

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	Middle School workroom and also in teachers' rooms
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity - ENG/LA and Math assessments at grade level standards. STAR Reading to assess students reading levels.
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	InSAI Curriculum Assessment, InSAI Instruction Assessment, InSAI Extra Help Assessment

Continuous Improvement Timeline

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

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