

# School Improvement Plan - 2014-2015

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## 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:



*American Student Achievement Institute*  
3925 E. Hagan St. Suite 105  
Bloomington, IN 47401  
Phone: 812-349-4142  
Email: [asai@asainstitute.org](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

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# 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 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
- 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-Marking**

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

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

## **Implementation Next Year**

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

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

# Who Wrote this School Improvement Plan?

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

## Groups and Roles

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

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

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

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

## Discussion Topics

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

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

## Steering Team

- Leslie Anderson - Teacher
- Angela Blessing - Principal
- Jonathon Dicken - Teacher (Math)
- Dondra Ewing - School Counselor
- Teri Helms - Other
- Teresa Johnson - Parent
- Amanda Landrum - Other

## Strategy Chairs

- Rachel Anderson
- Paula Concus
- Jonathan Dicken
- Dondra Ewing
- Jody Hutcheson
- Kelsey Speck
- Darlene Welke

## Community Council

# 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 6th Grade Students - Pass Standard 2-Reading Comprehension-on Acuity Predictive C

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	
N/A	N/A	N/A	N/A	65%	47%	68%		71%		75%		100%

## All students - Math Acuity C (Predictive)

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	
N/A	N/A	N/A	N/A	60%	42%	63%		66%		70%		100%

## All Students - Passing ISTEP English

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	
N/A	N/A	N/A	N/A	82%		84%		86%		88%		100%

**All Students - Passing ISTEP English 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	
N/A	N/A	N/A	N/A	72%		78%		81%		85%		100%

**Special Education students - Passing ISTEP English/LA**

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	
N/A	N/A	N/A	N/A	48%		52%		56%		60%		100%

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

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	
N/A	N/A	N/A	N/A	64%		67%		70%		73%		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... our school provides and encourages a Rigorous Curriculum**

**We are concerned that... our students maintain good Attendance**

**We are concerned that... our teachers provide effective instructional methods in a Focused Academic Area**

**We are concerned that... our staff utilizes instructional practices that support our Focused Student Group**

**We are concerned that... our school provides guidance to students in creating and maintaining a Graduation Plan**

**We are concerned that... our school provides opportunities for Parent Involvement**

**We are concerned that... our school provides information for Parent Information Resource Center Website**

**We are concerned that... our school provides Instruction by Highly Qualified Teachers**

**We are concerned that... our school provides Instruction by Highly Qualified Paraprofessionals**

**We are concerned that... our school provides support for Student Transition**



**We are concerned that... our school provides a Parent Right to Know Letter regarding teacher Qualifications**

**We are concerned that... our school provides a Parent Right to Know Letter regarding Non Highly Qualified Teacher**

**We are concerned that... our school provides a School-Parent Compact**

**We are concerned that... our school conducts an Annual Parent Meeting**

**We are concerned that... our staff provides Timely Additional Assistance to support student learning**

**We are concerned that... our school provides a school-parent involvement policy.**

**We are concerned that... our teachers are included in assessment decisions**

**We are concerned that... student behavior is impacting learning in the classroom.**

High number of student discipline referrals and low assessment scores in Acuity Reading and Math and ISTEP+ ELA and Math.

# 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

### Annual Parent Meeting

Parents are invited to attend the annual Title I meeting to inform them of their 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, and to help them learn about curriculum, academic standards and assessments. 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. Parents will be asked to complete a survey that assesses the effectiveness of the school's parent involvement programs. The results of the Annual Review will be discussed. Documentation including an agenda and a parent sign-in sheet will be kept in a school planning binder. Title I staff will in-service parents on Title I programs and services available at Bon Air Middle School Technology Academy and the support they provide for students.

**Impact Level:** High Impact - Outside

**Focus:** General

### Attendance

Teachers actively encourage perfect attendance, and the school rewards students who receive perfect attendance through the awards program. Teachers report attendance daily via Power School. Students and parents will be contacted with an attendance update every midterm and 9-week period. Continued unexcused absences will be referred to the School Attendance Monitor for investigation. Our policy includes sending letters and holding meetings with parents and if need be, further legal action will be taken.

**Impact Level:** High Impact - Inside

**Focus:** General

### Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually; 2) assign only highly qualified teachers to low achieving students; and 3) encourage our highly qualified teachers to stay in our school by providing a supportive and caring environment and by providing professional development opportunities. The school website and newsletter will be used to promote community relations and provide information to attract high quality staff. Ongoing professional development during the school year and summer, including an intensive new teacher-training program, professional collaboration and planning time, and coaching by the Instructional Facilitator attracts high quality staff in a safe and secure learning environment. Experienced teachers will be recruited, assigned and retained to serve high needs students through an intensive selection process. The principal will review the qualifications of staff and work with the Instructional Facilitator to provide extensive training.

**Impact Level:** High Impact - Inside

**Focus:** General

## **Educator Training - Parent Involvement**

We will promote parent involvement for the benefit of our students by training our educators. This educator training for parent involvement will provide knowledge and understanding on how to conduct student led parent-teacher conferences. We will support educators in developing communication strategies by working with parents and their child as partners. This group will facilitate educators on how to implement student led conferences and coordinate regularly scheduled parent communication opportunities that build ties between parents and the schools.

**Impact Level:** High Impact - Inside

**Focus:** General

## **Encourage Rigorous Curriculum**

Curriculum in grades 6-8 will be aligned vertically and horizontally using the new Indiana College and Career Readiness State Standards for the content areas of Mathematics, English/Language Arts, and the Indiana Core Standards in Science, and Social Studies. We will encourage rigorous curriculum by doing the following: 1. Creating or Revising quarterly curriculum maps designed using the Indiana College and Career Readiness State Standards and 2. Provide job-embedded professional development to support staff at the building level in continued design and implementation of integrated UDDI units of study in English/Language Arts, Math, Science, & Social Studies.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **Focused Academic Area - Reading**

Teachers will assess 6-8 students mastery of standards-based reading comprehension skills with a grade level performance Assessment using Acuity Resources three times a year. Using data from the Acuity assessment, teachers will collaborate during grade level team meetings to develop strategies for teaching inferencing, citing evidence from a text to support conclusions, and determining the main ideas and supporting details in a text. Through daily mini-lessons, teachers will model the skills listed above in an ISTEP+ format. Students that are not proficient will be provided additional instruction. Students will participate in individual conferences with the teacher to check for understanding and to discuss progress.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **Focused Student Group - Special Education - Small Group Instruction**

Students will receive 30 minutes per day of small group intensive literacy instruction that focuses on improving vocabulary, fluency, and comprehension. Progress will be monitored with work samples, informal reading assessments, and Acuity ELA assessments. Each student will set reading goals for the school year and record his/her progress on data charts. Students will share data with parents during student led conferences. All special education teachers will collaborate monthly to develop strategies and match interventions to meet the needs of special education students who are struggling in reading. The teachers will use these interventions to remediate and/or support the services provided in the classroom.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **Graduation Plan**

The guidance counselor will develop and discuss graduation plans annually with every student. This will take place during individual conferences as well as classroom discussions. The development of a graduation plan and discussion will begin when the student is in the sixth grade and continue through the eighth grade. There is also one special education teacher that assists with this, when it pertains to students with IEPs. Included in the graduation plan are: statement of the student's intent to graduate, acknowledgement of importance of good citizenship, school attendance, and diligent study habits. The graduation plan becomes part of the student's permanent record.

**Impact Level:** Low Impact

**Focus:** General

## **Instruction by Highly Qualified Paraprofessionals**

Paraprofessionals are required by the Kokomo School Corporation Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each paraprofessional meets that requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. These requirements include having a minimum of 48 credit hours of university credit, or an associate's degree from college, or successfully completing/passing the Parapro Test. When working with students, paraprofessionals are directly supervised by a licensed certified teacher. To maintain and improve their skills and knowledge, paraprofessionals are provided ongoing, job-embedded opportunities for professional development by school staff.

**Impact Level:** High Impact - Inside

**Focus:** General

### **Instruction by Highly Qualified Teachers**

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually; 2) assign only highly qualified teachers to low achieving students; and 3) encourage our highly qualified teachers to stay in our school by providing a supportive and caring environment and by providing professional development opportunities. The school website and newsletter will be used to promote community relations and provide information to attract high quality staff. Ongoing professional development during the school year and summer, including an intensive new teacher-training program, professional collaboration and planning time, and coaching by the Instructional Facilitator attracts high quality staff in a safe and secure learning environment. Experienced teachers will be recruited, assigned and retained to serve high needs students through an intensive selection process. The principal will review the qualifications of staff and work with the District Instructional Facilitator to provide extensive training.

**Impact Level:** High Impact - Inside

**Focus:** General

### **Parent Information Resource Center Website**

The school webmaster will post the link to the Indiana Parent Information & Resource Center ([www.fscp.org](http://www.fscp.org)) and other websites to support parent involvement and student achievement on the Bon Air Middle School Technology Academy website in August 2014. Parents will be informed of the web address in the monthly school newsletter, In the Title I mailing for the Annual Meeting, and in the welcome packet for back to school registration

**Impact Level:** Low Impact

**Focus:** General

### **Parent Involvement - Parent Education Nights**

Bon Air Middle School Technology Academy Parent Involvement Team will plan 2 parent education nights based on feedback from a parent and teacher survey given at the beginning of the school year. Each parent education night will focus on areas of identified need and a technology home/school connection. Title I and classroom teachers will provide at least two workshops during these education nights and parents will rotate through each 30 minute session. Parents will be asked to complete a survey at the end of the evening to evaluate the effectiveness of the parent involvement activity. The education nights will take place in the evenings (5:00-6:30 p.m.) in October and March. To encourage parent participation, childcare will be provided at the meetings

**Impact Level:** High Impact - Outside

**Focus:** General

### **Parent Involvement - Plan, Review, Revise School Improvement Plan**

Parents will be involved in the planning, review and improvement of the Schoolwide Plan during family/community/staff meetings to be held during the fall and spring semesters. During the fall meeting, the current plan will be reviewed while during the spring meeting, the plan will be revised and improved for the following school year. Parents will have an opportunity to review the plan prior to the fall meeting. The current Schoolwide Plan will be posted on the school website. Surveys will be sent to parents to collect input about the plan from those that cannot attend the meetings. Moreover, parents will be asked to evaluate the effectiveness of the parent involvement activity by completing surveys at the end of the activity.

**Impact Level:** High Impact - Outside

**Focus:** General

### **Parent Notice - Assessment Results**

Parents will be sent a letter in their native language that contains information about how to access their children's ISTEP+ test results online at the IDOE Parent Network website (<https://indiana.ctb.com/onlineresults>). Parents without internet access will be encouraged to request a printed copy from the principal. Other individual assessment results from district benchmark assessments (Acuity Reading and Math) will be sent to parents along with an explanation of the assessment and suggestions for how parents can work with their child. Parents may contact the school to meet the teacher and/or principal to further discuss student performance on these assessments.

**Impact Level:** Low Impact

**Focus:** General

### **Parent Right to Know Letter - Non-HQ Teacher**

Parents will receive notice of the NCLB Parent's Right-To-Know (Non-Highly Qualified) in the District Parent Involvement Policy which will be mailed to each household in the Title I Annual Parent Meeting Mailing in August 2014. In addition, at Back-to-School Registration, parents will receive instructions regarding a parents-right-to-know about qualified staff in the

student handbook that they can access online on the Kokomo School Corporation website. Parents whose children are being taught by a non-highly qualified teacher for 4 or more consecutive weeks will be notified in a timely fashion in writing through a Parent Right to Know (Non Highly Qualified Teacher) letter sent by the school.

**Impact Level:** Low Impact  
**Focus:** General

### **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 the DOE's Parent Right-to-Know Checklist, is available in the Kokomo School Corporation's Guide to Policies and Procedures handbook and is available online at the Kokomo School Corporation website. Parents are required to sign a form signifying they have received/read the information in the handbook, including the parent right to know letter. Notice will also be included in the District Parent Involvement Policy which will be mailed to each household in the Title I Annual Parent Meeting Mailing in August 2014.

**Impact Level:** Low Impact  
**Focus:** General

### **Positive Behavior Instruction Supports**

Throughout the 2014-15 school year, staff at Bon Air Middle School Technology Academy will implement positive behavior instruction supports to build a framework of consistent expectations, universal language, and to create a positive learning environment. Students will be acknowledged when demonstrating expected behaviors. Staff will receive ongoing professional development on strategies to fully implement the model throughout the school, within the classroom, and on the buses.

**Impact Level:** High Impact - Inside  
**Focus:** General

### **School-Parent Compact**

Our school has developed 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 high standards. All parents will be invited to attend the parent annual spring meeting to review/revise The School-Parent Compact for the 2014-15 school year. The School-Parent Compact will be sent home in an annual mailing to inform parents of the compact and shared with parents and student during parent conferences

**Impact Level:** Low Impact  
**Focus:** General

### **School-Parent Involvement Policy**

The School-Parent Involvement Policy outlines how the school will support a partnership between families and staff by building the school's and parents' capacity for strong parental involvement and will include all components listed on the DOE School Parent Involvement Policy Checklist. All parents will be invited to attend the annual parent meeting to review/revise The School-Parent Involvement Policy. Suggestions are reviewed and discussed in order to make any necessary revisions to the policy. Parents will also help plan, review and improve programs and the schoolwide plan during the meeting. The School-Parent Involvement Policy will be sent home in an annual mailing in August to inform parents of the policy and will also be shared at parent conferences.

**Impact Level:** High Impact - Outside  
**Focus:** General

### **Student Transition**

To better prepare middle school students for the transition to 9th grade, 8th grade students will be encouraged to attend freshman orientation sessions with their families at Kokomo High School (KHS) in the summer after their 8th grade year. In addition, an administrator from KHS will come to Bon Air Middle School to speak to 8th grade students about expectations, procedures, courses, and extra-curricular opportunities available at the high school.

**Impact Level:** High Impact - Inside  
**Focus:** General

### **Teachers Included in Assessment Decisions**

During the fall and spring combined Full Faculty and Community Council meetings for school improvement planning, teams of teachers, administrators, parents, and community members will review school based assessments and data. In addition, teachers will be expected to participate in bi-weekly grade level team meetings to review and analyze assessment data, to

make decisions based upon results that will improve student achievement, and to link results to instructional strategies and methods. Data will be recorded and graphed on class analysis charts as well as on "data walls." Assessment data will be standards-based and includes ISTEP+, Acuity Reading and Math, Fountas & Pinnell, and Writing Prompts. Student progress toward mastering state standards will be monitored and reported to parents.

**Impact Level:** High Impact - Inside

**Focus:** General

### **Timely Additional Assistance**

All students will be assessed to determine levels of proficiency (ISTEP+, Acuity Reading, and Acuity Math). Identified students that have not mastered grade level standards will receive up to 30 minutes per day of small group targeted intervention instruction by Title I staff that focuses on individual needs for improving vocabulary, comprehension and fluency in reading as well as vocabulary, basic fact knowledge, computation, problem solving, and number sense in math. Lessons will be differentiated by support staff based upon skill level, learning style and grade level. We will provide focused, targeted instruction, designed to accommodate the needs of various learning styles. Progress will be monitored with work samples, informal reading & math assessments, and Acuity Predictive assessments in ELA and Math; data will be analyzed and linked to modifications in instruction. Each student will set reading goals for the school year and record his/her progress on data charts. The timely additional assistance will be coordinated with the Response to Instruction process for identifying, serving, and monitoring students that require Tier 2 and 3 interventions. The Title 1 teachers will identify students that are at least a year below grade level in reading using corporation benchmark assessments and Acuity Predictive assessment results. Title 1 staff will work with identified students in small groups of students on targeted I reading or math skills for up to 30 minutes, four days per week.

**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.

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

## 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.

## Annual Parent Meeting

- Aug 4, 2014:** Prepare and print invitation/agenda for Title I Annual Parent Meeting **Person:** Darlene Welke
- Aug 11, 2014:** Create Parent Sign-in Sheet and Agenda for Title I Annual Parent Meeting **Person:** Darlene Welke
- Aug 11, 2014:** Update PowerPoint Presentation for Title I Annual Parent Meeting **Person:** Darlene Welke
- Aug 17, 2014:** Stuff envelopes with invitation/agenda, parent-school compact, school-parent involvement policy, & district parent involvement policy **Person:** Darlene Welke
- Aug 18, 2014:** Send Title I Annual Parent Meeting mailing **Person:** Darlene Welke
- Sep 4, 2014:** Facilitate Title I Annual Parent Meeting **Person:** P. Concus & D. Welke
- Sep 4, 2014:** Pass out Evaluation Survey to Parents at Title I Annual Parent Meeting **Person:** K. Scheiman
- Sep 4, 2014:** Set up cafeteria for Title I Annual Parent Meeting **Person:** Darlene Welke
- Sep 4, 2014:** Title I Annual Parent Meeting **Person:** Darlene Welke
- Sep 5, 2014:** Evaluate Responses from the parent evaluation survey **Person:** P. Concus & D. Welke
- Sep 8, 2014:** Meet with Title I Staff and Building Administrator to discuss and plan for school year based on the evaluation responses. **Person:** P. Concus & D. Welke

## Encourage Rigorous Curriculum

- Jun 17, 2014:** Integrating Literacy Across the Curriculum **Person:** Angela Blessing
- Jul 28, 2014:** Staff training on the use of PIVOT - data warehouse **Person:** P. Concus
- Jul 28, 2014:** Trimester Training for Curriculum & Instruction **Person:** Angela Blessing
- Jul 29, 2014:** Trimester Training for Curriculum & Instruction **Person:** Angela Blessing
- Jul 29, 2014:** Trimester Training for Curriculum & Instruction **Person:** Angela Blessing
- Sep 16, 2014:** Curriculum Mapping - 6th Grade Content Areas **Person:** GayAnne Gressman
- Sep 17, 2014:** Curriculum Mapping - 7th Grade Content Areas **Person:** Leslie Anderson
- Sep 18, 2014:** Curriculum Mapping - 8th Grade Content Areas **Person:** Jody Hutcheson
- Nov 18, 2014:** Curriculum Mapping - 6th Grade Content Areas **Person:** GayAnne Gressman
- Nov 19, 2014:** Curriculum Mapping - 7th Grade Content Areas **Person:** Leslie Anderson
- Nov 20, 2014:** Curriculum Mapping - 8th Grade Content Areas **Person:** Jody Hutcheson
- Jan 20, 2015:** Curriculum Mapping - 6th Grade Content Areas **Person:** GayAnne Gressman
- Jan 21, 2015:** Curriculum Mapping - 7th Grade Content Areas **Person:** Leslie Anderson
- Jan 22, 2015:** Curriculum Mapping - 8th Grade Content Areas **Person:** Jody Hutcheson
- Mar 10, 2015:** Upload Curriculum Maps for 6th, 7th, & 8th Grade Content Areas **Person:** GayAnne Gressman

## Focused Academic Area - Reading

- Aug 7, 2014:** Analyze ISTEP+ and IMAST math data to determine areas of problem solving weakness **Person:** Jonathan Dicken
- Aug 21, 2014:** Develop problem solving process, prompts, and scoring rubrics **Person:** Sarah Sensibaugh
- Sep 2, 2014:** Implement problem solving process with prompts in math classrooms **Person:** Travis Cunningham
- Sep 25, 2014:** Analyze Acuity Predictive A math data in problem solving **Person:** Aaron Spicer
- Sep 25, 2014:** Identify students needing additional instruction based on Acuity data **Person:** Jonathan Dicken
- Sep 25, 2014:** Reflect on and review problem solving process, weekly prompts and rubric effectiveness **Person:** Sarah Sensibaugh
- Jan 18, 2015:** Analyze Acuity Predictive B math data in problem solving **Person:** Aaron Spicer
- Jan 18, 2015:** Identify students needing additional instruction based on Acuity data **Person:** Jonathan Dicken



**Jan 18, 2015:** Reflect on and review problem solving process, weekly prompts and rubric effectiveness **Person:** Sarah Sensibaugh  
**Mar 12, 2015:** Analyze Acuity Predictive C math data in problem solving **Person:** Aaron Spicer  
**Mar 12, 2015:** Identify students needing additional instruction based on Acuity data **Person:** Jonathan Dicken  
**Mar 12, 2015:** Reflect on and review problem solving process, weekly prompts and rubric effectiveness **Person:** Sarah Sensibaugh  
**May 21, 2015:** Reflect on and review problem solving process, weekly prompts and rubric effectiveness for implementation in 2015-16 **Person:** Sarah Sensibaugh

## Focused Student Group - Special Education - Small Group Instruction

**Mar 12, 2014:** Review Acuity Predictive C and current student levels for Fountas and Pinnell Reading Benchmark Data for all special education students **Person:** Kelsey Speck  
**Jul 31, 2014:** Review ISTEP+ and IMAST data for all special education students **Person:** Principal  
**Aug 7, 2014:** Review spring 2014 Acuity & Fountas and Pinnell Reading Benchmark Data for SE students **Person:** Brittany Waite  
**Aug 8, 2014:** Create schedule for small flexible groups of special education students for additional reading instruction **Person:** Amanda Wiley  
**Aug 11, 2014:** Implement additional reading groups for identified special education students **Person:** Kelsey Speck  
**Sep 2, 2014:** Monthly meeting to review student progress and strategy effectiveness **Person:** Kelsey Speck  
**Sep 25, 2014:** Review Acuity Predictive A and BOY Fountas and Pinnell Reading Benchmark Data for all special education students **Person:** Kelsey Speck  
**Sep 25, 2014:** Revise small flexible reading groups schedule based on data analysis **Person:** Amanda Wiley  
**Oct 7, 2014:** Monthly meeting to review student progress and strategy effectiveness **Person:** Kelsey Speck  
**Nov 4, 2014:** Monthly meeting to review student progress and strategy effectiveness **Person:** Kelsey Speck  
**Dec 9, 2014:** Monthly meeting to review student progress and strategy effectiveness **Person:** Kelsey Speck  
**Jan 6, 2015:** Monthly meeting to review student progress and strategy effectiveness **Person:** Kelsey Speck  
**Jan 8, 2015:** Review Acuity Predictive B and MOY Fountas and Pinnell Reading Benchmark Data for all special education students **Person:** Kelsey Speck  
**Jan 8, 2015:** Revise small flexible reading groups schedule based on data analysis **Person:** Amanda Wiley  
**Feb 10, 2015:** Monthly meeting to review student progress and strategy effectiveness **Person:** Kelsey Speck  
**Mar 10, 2015:** Monthly meeting to review student progress and strategy effectiveness **Person:** Kelsey Speck  
**Mar 12, 2015:** Revise small flexible reading groups schedule based on data analysis **Person:** Amanda Wiley  
**Apr 1, 2015:** Monthly meeting to review student progress and strategy effectiveness **Person:** Kelsey Speck  
**May 5, 2015:** Monthly meeting to review student progress and strategy effectiveness **Person:** Kelsey Speck

## Graduation Plan

**Sep 22, 2014:** Create or update graduation plan as new students enroll throughout the year. **Person:** D. Ewing  
**Sep 23, 2014:** Graduation planning will take place during individual conferences as well as during classroom discussions. **Person:** D. Ewing  
**Sep 23, 2014:** The guidance counselor will develop and discuss graduation plans annually with every student. **Person:** D. Ewing  
**Nov 22, 2014:** Create or update graduation plan as new students enroll throughout the year. **Person:** D. Ewing  
**Nov 27, 2014:** Graduation Planning will take place during individual conferences as well as during classroom discussions. **Person:** D. Ewing  
**Jan 26, 2015:** Create or update graduation plan as new students enroll throughout the year. **Person:** D. Ewing  
**Jan 26, 2015:** Graduation Planning will take place during individual conferences as well as during classroom discussions. **Person:** D. Ewing  
**Apr 13, 2015:** Create or update graduation plan as new students enroll throughout the year. **Person:** D. Ewing  
**Apr 13, 2015:** Graduation Planning will take place during individual conferences as well as during classroom discussions. **Person:** D. Ewing

## Parent Involvement - Parent Education Nights

**Sep 15, 2014:** Prepare Parent Survey to collect feedback from parent on topics for Parent Involvement Technology Nights **Person:** Darlene Welke, Title I  
**Sep 18, 2014:** Send out Parent Survey to all parents **Person:** Darlene Welke, Title I  
**Sep 24, 2014:** Analyze Parent Survey Responses **Person:** Welke, Hutcheson, Ewing, Concus

**Sep 29, 2014:** Develop Parent Technology Night #1 agenda and activities based on parent responses to survey **Person:** Welke, Hutcheson, Ewing, Concus  
**Oct 9, 2014:** Hold Parent Technology Night #1 for all middle school families **Person:** Welke, Hutcheson, Ewing, Concus  
**Feb 24, 2015:** Develop Parent Technology Night #2 agenda and activities based on parent responses to survey **Person:** Welke, Hutcheson, Ewing, Concus  
**Mar 11, 2015:** Hold Parent Technology Night #2 for all middle school families **Person:** Welke, Hutcheson, Ewing, Concus

## Positive Behavior Instruction Supports

**Apr 2, 2014:** Reflect on 6-week implementation of PBIS strategies and make adjustments for next 6-weeks implementation **Person:** Principal  
**Aug 13, 2014:** Examine discipline data from 2013-14 school year to support implementation of PBIS strategies schoolwide **Person:** Principal  
**Aug 13, 2014:** Presentation on PBIS Schoolwide Program **Person:** Principal  
**Aug 20, 2014:** Develop PBIS matrix of expected student behaviors **Person:** Leslie Anderson  
**Aug 27, 2014:** Develop PBIS matrix of expected adult behaviors **Person:** Kris Dill  
**Aug 28, 2014:** Develop classroom teach-to's for student behavior expectations (includes adult behavior) **Person:** Rachel Anderson  
**Sep 2, 2014:** Create 6-week acknowledgement of positive student behavior schedule **Person:** Glenda Bennett  
**Sep 2, 2014:** Create student tickets for all staff to dispense **Person:** Glenda Bennett  
**Sep 3, 2014:** Meet with staff to review implementation procedures for PBIS strategies **Person:** Rachel Anderson  
**Sep 15, 2014:** Begin implementation of PBIS strategies **Person:** Principal  
**Oct 23, 2014:** Analyze discipline data (PowerSchool) and student engagement data (principal walk-throughs) to evaluate effectiveness of PBIS strategies **Person:** Principal  
**Oct 23, 2014:** Reflect on 6-week implementation of PBIS strategies and make adjustments for next 6-weeks implementation **Person:** Principal  
**Dec 18, 2014:** Analyze discipline data (PowerSchool) and student engagement data (principal walk-throughs) to evaluate effectiveness of PBIS strategies **Person:** Principal  
**Dec 18, 2014:** Reflect on 6-week implementation of PBIS strategies and make adjustments for next 6-weeks implementation **Person:** Principal  
**Feb 12, 2015:** Analyze discipline data (PowerSchool) and student engagement data (principal walk-throughs) to evaluate effectiveness of PBIS strategies **Person:** Principal  
**Feb 13, 2015:** Reflect on 6-week implementation of PBIS strategies and make adjustments for next 6-weeks implementation **Person:** Principal  
**Apr 2, 2015:** Analyze discipline data (PowerSchool) and student engagement data (principal walk-throughs) to evaluate effectiveness of PBIS strategies **Person:** Principal  
**May 21, 2015:** Analyze discipline data (PowerSchool) and student engagement data (principal walk-throughs) to evaluate effectiveness of PBIS strategies **Person:** Principal  
**May 21, 2015:** Reflect on 6-week implementation of PBIS strategies and make adjustments for implementation in 2015-16 school year **Person:** Principal

# Professional Development Summary

## REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

**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.

## Annual Parent Meeting

No professional development is needed for this strategy.

## Encourage Rigorous Curriculum

### Integrating Literacy Across the Curriculum

**Brief Description:** Staff will participate in a voluntary workshop to develop and understanding of how to integrate literacy across the curriculum in middle school.

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

**Date:** Jun 17, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title II - Professional Development

**Does this activity occur during the school day?** No

### Staff training on the use of PIVOT - data warehouse

**Brief Description:** Teachers, administrators and counselors will attend a voluntary staff training on PIVOT - data warehouse software. This online software will house the curriculum maps based on the new Indiana College and Career Ready Standards.

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

**Date:** Jul 28, 2014

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** General fund

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

#### **Trimester Training for Curriculum & Instruction**

**Brief Description:** Staff may participate in a voluntary workshop on developing curriculum and instruction within a trimester schedule

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

**Date:** Jul 28, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title II - Professional Development

**Does this activity occur during the school day?** No

#### **Trimester Training for Curriculum & Instruction**

**Brief Description:** Staff may participate in a voluntary workshop on developing curriculum and instruction within a trimester schedule

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

**Date:** Jul 29, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title II - Professional Development

**Does this activity occur during the school day?** No

#### **Trimester Training for Curriculum & Instruction**

**Brief Description:** Staff may participate in a voluntary workshop on developing curriculum and instruction within a trimester schedule

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

**Date:** Jul 29, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title II - Professional Development

**Does this activity occur during the school day?** No

## **Focused Academic Area - Reading**

**Status:** Submitted

No professional development is needed for this strategy.

## **Focused Student Group - Special Education - Small Group Instruction**

No professional development is needed for this strategy.

## **Graduation Plan**

No professional development is needed for this strategy.

## **Parent Involvement - Parent Education Nights**

No professional development is needed for this strategy.

## **Positive Behavior Instruction Supports**

### **Presentation on PBIS Schoolwide Program**

**Brief Description:** Dr. Dorothea Irwin will give a presentation laying out all the essential components of a PBIS Schoolwide Program and how to get started. Attendance is voluntary.

**Intended Participants:** Teachers, Counselors, Administrators, Parents, Community Members

**Date:** Aug 13, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title I

**Does this activity occur during the school day?** No

## **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... our school provides and encourages a Rigorous Curriculum**

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

- All 6th Grade Students -- Pass Standard 2-Reading Comprehension-on Acuity Predictive C
- All students -- Math Acuity C (Predictive)
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP English Writing Process
- Special Education students -- Passing ISTEP English/LA
- Title One Students -- Pass ISTEP+ Eng/LA

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

- Encourage Rigorous Curriculum

### **We are concerned that... our students maintain good Attendance**

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

- All 6th Grade Students -- Pass Standard 2-Reading Comprehension-on Acuity Predictive C
- All students -- Math Acuity C (Predictive)
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP English Writing Process
- Special Education students -- Passing ISTEP English/LA
- Title One Students -- Pass ISTEP+ Eng/LA

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

- Attendance

### **We are concerned that... our teachers provide effective instructional methods in a Focused Academic Area**

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

- All 6th Grade Students -- Pass Standard 2-Reading Comprehension-on Acuity Predictive C
- All students -- Math Acuity C (Predictive)
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP English Writing Process
- Special Education students -- Passing ISTEP English/LA
- Title One Students -- Pass ISTEP+ Eng/LA

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

- Focused Academic Area - Reading

## **We are concerned that... our staff utilizes instructional practices that support our Focused Student Group**

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

- Special Education students -- Passing ISTEP English/LA
- Title One Students -- Pass ISTEP+ Eng/LA

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

- Focused Student Group - Special Education - Small Group Instruction

## **We are concerned that... our school provides guidance to students in creating and maintaining a Graduation Plan**

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

- All students -- Math Acuity C (Predictive)
- All Students -- Passing ISTEP English
- Title One Students -- Pass ISTEP+ Eng/LA

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

- Graduation Plan

## **We are concerned that... our school provides opportunities for Parent Involvement**

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

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

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

- Educator Training - Parent Involvement
- Parent Involvement - Parent Education Nights
- Parent Involvement - Plan, Review, Revise School Improvement Plan
- Parent Notice - Assessment Results

## **We are concerned that... our school provides information for Parent Information Resouce Center Website**

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

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

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

- Parent Information Resource Center Website

## **We are concerned that... our school provides Instruction by Highly Qualified Teachers**

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

- All 6th Grade Students -- Pass Standard 2-Reading Comprehension-on Acuity Predictive C
- All students -- Math Acuity C (Predictive)
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP English Writing Process

- Special Education students -- Passing ISTEP English/LA
- Title One Students -- Pass ISTEP+ Eng/LA

**Strategies to Impact This Concern:**

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Teachers

**We are concerned that... our school provides Instruction by Highly Qualified Paraprofessionals**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Instruction by Highly Qualified Paraprofessionals

**We are concerned that... our school provides support for Student Transition**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Student Transition

**We are concerned that... our school provides a Parent Right to Know Letter regarding teacher Qualifications**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Parent Right to Know Letter - Qualifications

**We are concerned that... our school provides a Parent Right to Know Letter regarding Non Highly Qualified Teacher**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Parent Right to Know Letter - Non-HQ Teacher

**We are concerned that... our school provides a School-Parent Compact**

**Data Targets Influenced by This Concern:**

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



**Strategies to Impact This Concern:**

- School-Parent Compact

**We are concerned that... our school conducts an Annual Parent Meeting**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Annual Parent Meeting

**We are concerned that... our staff provides Timely Additional Assistance to support student learning**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Timely Additional Assistance

**We are concerned that... our school provides a school-parent involvement policy.**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- School-Parent Involvement Policy

**We are concerned that... our teachers are included in assessment decisions**

**Data Targets Influenced by This Concern:**

- All students -- Math Acuity C (Predictive)
- All Students -- Passing ISTEP English

**Strategies to Impact This Concern:**

- Teachers Included in Assessment Decisions

**We are concerned that... student behavior is impacting learning in the classroom.**

**Data Targets Influenced by This Concern:**

- All 6th Grade Students -- Pass Standard 2-Reading Comprehension-on Acuity Predictive C
- All students -- Math Acuity C (Predictive)
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP English Writing Process
- Special Education students -- Passing ISTEP English/LA
- Title One Students -- Pass ISTEP+ Eng/LA

**Strategies to Impact This Concern:**

- Positive Behavior Instruction Supports

## 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?	online and in the office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	We will continue meeting with parents and students who are having problems; we will use incentives to reward attendance; we call daily any student who is absent
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity Predictive-online assessments given 3 times/year to assess where students are on skills</p> <p>Teacher-made assessments for subject areas are used to determine skill areas of strength and areas needing remediation</p> <p>Fountas &amp; Pinnell--reading levels for 6th grade students</p>
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	discipline logs, Acuity scores, Simple 6 writing scores, student surveys, discussion groups

## 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 2014-2015 school year