

School Improvement Plan - 2010-2011

Generated on May 21, 2010 at 11:00 AM

Central Middle School (2955)

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:



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School Improvement Plan Introduction

Central Middle School

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

- Patricia Brandon - Teacher
- Dondra Ewing - School Counselor
- Kaye Hicks - Administrator
- Ron Hurlocker - Parent/Guardian
- Michael Sargent - Administrator
- Rachel Sargent - Community Representative (Business)
- Justin Smith - Teacher

Strategy Chairs

- Kaye Hicks
- Kaye Hicks
- Vickie Linehan
- Bev Noel
- Janis Noelle
- Patricia O'Brien
- Michael Sargent
- Justin Smith
- Laura Upchurch

Community Council

- Paula Becker - Youth Service
- Dorinda Davis - Community
- Cheryl Graham - Community
- George Jiang - Parent of G/T Student
- Daralea Kailey - Parent of 6th & 8th grade Gifted & Talented Students
- Kraig Kailey - Parent of 6th & 8th grade Gifted & Talented Students
- Cherita Love
- Tami Lytle - Business
- Paula McDorman - Community (Education)
- Patrick Munsey - Community
- Allison Toren - Community
- Melissa Wheelock - Community
- Ruth Wikel - parent, PTO
- Rita Williams - Parent of 8th Grade Gifted & Talented Student & PTO President
- Brian Wright - Community

Vision Statement

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

We believe all students deserve:

VISION STATEMENT/ CENTRAL MIDDLE SCHOOL/ KOKOMO, INDIANA Core convictions: We believe that all students deserve a purposeful, enthusiastic, and dedicated teacher that is knowledgeable in their subject area, has a professional demeanor, and gives prompt feedback. We believe that students deserve teachers that care about them outside the classroom. We believe that all students deserve a quiet, safe, positive, and nurturing environment without distractions, that is conducive to learning. We believe that all students deserve equal access to tools, books, technologies, cultural enrichment, and educational opportunities. We believe that all students deserve consistent expectations and consequences, and should be given a chance to succeed. We believe that students deserve respect and should be pushed to achieve. We believe that all students deserve a well rounded, diverse, and quality curriculum with structure, predictability, and meaningful activities. We believe that all students deserve IEPs if needed, and added assistance. We believe that students deserve an equal opportunity to learn and help to reach their goals and help in building their futures. We believe that students deserve to have proper nutrition with enough time to eat. We believe that all students deserve a college education and less high stakes testing. We believe that students deserve community and parental support that expresses a value to education and the variety of learning experiences.

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

Enter behaviors and attitudes of adults living by core convictions here

As we live with these core convictions about students, the following attitudes and actions are present in our educators. Teachers at Central Middle School are professional, energetic, flexible, and life long learners. Teachers use a variety of teaching styles while recognizing the learning styles of their students; they believe that all students can achieve at some level. Teachers communicate high expectations for students and even teach beyond the standards. Teachers take time with students, award them when they achieve, and listen to the needs of their students. Teachers utilize a team teaching approach incorporating rotational and special education classes. They design lessons that are highly engaging, using real world simulations and situations to make learning meaningful. Inclusion is practiced with special Education students with IEPs who are given extra time and other necessary accommodations that the classroom teacher utilizes. Teachers are enthusiastic about their subject areas and implement the best practices instilled by the professional staff development support from the administration, both district wide and school wide. Teachers use technology in both instruction and assessment. Teachers keep parents informed about the problems their children may be experiencing in the classroom and work together in the grade level teams and with parents to help the students turn their weaknesses into strengths.

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

Enter attitudes, behaviors, and choices of students living in an environment in which adults live by core convictions

In this environment where all adults are living their core convictions, all students are fully engaged in the learning process. All students are motivated and ready to learn, with a good sense of self and a desire to learn how to set goals for themselves, while participating fully in both the academic and extracurricular spheres of the middle school. All students are capable of learning; they are good writers and speakers, with the proper level of maturity for their age. They make effective use of time and have common sense and good humor. They are eager and prepared to learn despite home circumstances. In the classroom and throughout the areas of school influence, students are polite, kind, responsible, cooperative; respectful of authority, themselves, and other students. In their classroom duties/ activities, they are punctual, organized, have all necessary materials for the class, have homework done, and meet deadlines set by the teacher, while putting forth their best efforts at all times. Students expect to participate fully in the classroom, with attention, open minds, and a positive, nonjudgmental attitude to help themselves and others to achieve the required goals. They ask questions when they need clarification, and are focused on understanding the importance of practicing the skills they learn. All students can work in cooperative and collaborative groups, contributing their best effort for the achievement of the group goals. Our students support one another in efforts to learn and share information and skills, and see themselves as contributing members of their community, utilizing their talents to reach out and serve others. All students look to the future and map out strategies for it, working hard towards their goals and taking pride in their successes, while learning from the failures along the way. All students wear the school uniform that reflects pride in appearance and a serious attitude about their academic, societal, and civic responsibilities. All students should experience a social, emotional and personal growth in Career Awareness.

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

- % of students who pass ISTEP Math & English: 100%
- % of students who can read at grade level or above: 100%
- % of students who pass all core subject areas: 100%
- % of students who take Algebra: 100%
- % of students who take Spanish: 100%
- % of students who of those eligible who register for 20th century scholars: 100%
- % of students who accomplish consumer skills (Special Education): 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 - Pass the ISTEP Writing Process

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	
			58%	62%		66%		72%		76%		100%

All Students - Passing ISTEP Math (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	
75%	78%	78%		81%		84%		87%		90%		100%

Free/Reduced Lunch Students - Passing ISTEP Language Arts (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	
60%	63%	63%		66%		69%		71%		74%		100%

Target Title I Students - Passing ISTEP Language Arts Writing Process

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	
				60%		62%		64%		66%		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... 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.

We are concerned that... Failure of students to turn in homework

Parents and students perceive that they are turning in homework, while teachers are not seeing it.

We are concerned that... Students don't ask appropriate questions in the classroom

Thirteen percent of students do not ask questions in the classroom.

We are concerned that... Students are not utilizing teachers and self-directed study time.

This is a concern because a large percentage of teachers are not seeing work turned in consistently though students are giving ample time in class and enrichment period to do work.

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

Homework Policy-The Level System

The CMS Level System is an incentive program based on tardies, homework assignments, and discipline referrals. Students are assigned points for violations that determine their status for participating in school activities and incentives. The teachers will input all information on NTI's (Not Turned In assignments), while the Main Office will accumulate points on these and other infractions--tardies and discipline referrals. The data will determine the students' level, which then provides incentives for those who achieve Level 3 or 4. Lower levels will not receive any privileges. Data will recycle every two weeks to determine a student's level.

Impact Level: Low Impact

Focus: Specific

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

Required Strategies

A. Parent Involvement: International Baccalaureate (IB)

Teachers will meet with parents of high ability students and an IB consultant in the fall to discuss the IB curriculum and expectations.

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Open House

Teachers will meet with parents in the fall as a group and individually to discuss student progress and grade-level team expectations for the remainder of the school year.

Impact Level: Low Impact

Focus: General

A. Parent Involvement: Parent-Teacher Conferences

Teachers will assist students in preparing a portfolio of student work and goals to explain to their parent during the student-led portion of the parent teacher conferences that occur once per semester.

Impact Level: High Impact - Outside

Focus: Specific

B. Educator Training for Parent Involvement

Our school will provide an in-service that teaches staff ways to communicate better with parents. During the in-service we will educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Impact Level: Low Impact

Focus: Specific

E. Parent Information Resource Center Website

Central Middle school will inform parents of the Indiana PIRC website (<http://www.fscp.org/index.asp>) by placing a link to the PIRC website on our school website and including an insert about the PIRC website in the school newsletter.

Impact Level: High Impact - Outside

Focus: Specific

F. Encourage Rigorous Curriculum: Algebra Readiness

The Math Teachers will test the 6th grade KEY/Acc students during the fall semester of 2010 to determine their enrollment in Algebra for 7th grade. All students in 6th grade KEY/Acc math will be tested to determine their math competency. Any 6th grade student with a raw score of 91+ as well as pass plus on ISTEP will be accelerated to 7th grade advanced math which will enable them to take Algebra as a 7th grader.

Impact Level: Low Impact

Focus: Specific

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

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: Writing Across the Curriculum

Throughout the school year, teachers will implement the Simple Six Writing Process. The task force team will develop a school prompt attack policy/procedure. English/LA teachers will teach Simple Six Writing phases. All content area teachers will implement the school-wide prompt procedure.

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 meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. The principal will maintain a list of all teachers in the building that indicates whether or not each teacher holds a valid Indiana teaching license and that each teacher has demonstrated subject

matter knowledge (PRAXIS, NTS, HOUSSSE, CAS). If non-highly qualified teachers exist in the school, the school will provide professional development activities to assist the non-highly qualified teacher(s) in meeting the highly qualified teacher requirements. All instructional paraprofessionals will be required to meet the requirements of NCLB by providing copies of college/university transcripts and/or providing documentation of a passing score on the ParaPro. The documentation will be reviewed by HR and the principal.

Impact Level: High Impact - Inside

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

The Parent Right to Know Letter is printed in the Kokomo Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. The letter is to inform 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. Parents are required to sign a form signifying they have received/read the information in the handbook, including the parent right to know letter.

Impact Level: Low Impact

Focus: Specific

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: General

S. School-Parent Compact

Our school 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 high standards. The school-parent compact will be revised and reviewed annually by staff and parents. The compact will be shared with parents and students during parent conferences. Moreover, it is mailed to all parents.

Impact Level: Low Impact

Focus: Specific

T. Annual Parent Meeting

Parents are invited to attend the annual Title I 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: Low Impact

Focus: Specific

U. Focused Student Group: Free and Reduced Lunch Students: English & Math Enrichment (EME)

During the daily enrichment period, English and Math teachers will provide remediation to students who did not pass the English and/or Math portion of the ISTEP.

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

F. Encourage Rigorous Curriculum: Algebra Readiness

Student Involvement in Algebra help sessions during enrichment and after school

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

Number of teachers providing a rigorous curriculum that increases the number of teacher recommendations of general education students for Algebra I.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
4	5		5	

I. Focused Academic Area: Writing Across the Curriculum

percentage of teachers who indicate each week that they have appropriately incorporated writing into their content areas.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
32%	50%		75%	

U. Focused Student Group: Free and Reduced Lunch Students: English & Math Enrichment (EME)

percentage of teachers (Math/English) utilizing remediation strategies.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50%	75%		100%	

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:** District Chair

Sep 7, 2010: All 6th grade KEY/Acc math students will take the Orleans-Hanna Algebra Prognosis Test **Person:** Nikki Rutherford

Sep 12, 2010: Send to Administration Building for scoring **Person:** Dr. Lohman

Sep 20, 2010: Common Core State Standards Review **Person:** District Chair

Sep 21, 2010: Enter scores into spreadsheet **Person:** Dr. Lohman

Sep 29, 2010: Move students that meet the requirements into KEY/ACC 7th grade classes **Person:** Dondra Ewing, Mike Sargent

Oct 15, 2010: Curriculum Articulation **Person:** District Chair

Nov 30, 2010: Collect fall data: Number of teachers providing a rigorous curriculum that increases the number of teacher recommendations of general education students for Algebra I. **Person:** Justin Smith

Nov 30, 2010: Collect fall data: Student Involvement in Algebra help sessions during enrichment and after school **Person:** Justin Smith

Jan 20, 2011: Common core state assessments review **Person:** District Chair

Feb 20, 2011: IDOE Learning Connections Review **Person:** District Chair

Mar 15, 2011: IDOE K-12 Scope & Sequence Review **Person:** District Chair

Apr 20, 2011: IDOE Curriculum Maps Review **Person:** District Chair

Apr 25, 2011: Curriculum Articulation Review **Person:** District Chair

Jun 30, 2011: Collect spring data: Number of teachers providing a rigorous curriculum that increases the number of teacher recommendations of general education students for Algebra I. **Person:** Justin Smith

Jun 30, 2011: Collect spring data: Student Involvement in Algebra help sessions during enrichment and after school **Person:** Justin Smith

Sep 5, 2011: Curriculum Articulation **Person:** District Chair

Focused Academic Area

Apr 1, 2010: Collect baseline data: percentage of teachers who indicate each week that they have appropriately incorporated writing into their content areas. **Person:** Vickie Linehan

Aug 20, 2010: Instruction will be given to those teachers who have not yet used the Simple Six program **Person:** Vickie Linehan

Aug 25, 2010: Instruct teachers on data collection **Person:** Vickie Linehan

Sep 10, 2010: Team leaders and grade level teachers will create a grade level rubric for writing prompts **Person:** Team leaders

Sep 11, 2010: Teachers will plan writing prompts vertically by subject levels. **Person:** Principal M.Sargent

Sep 15, 2010: Provide data collection sheet **Person:** Vickie Linehan

Sep 20, 2010: The principal will provide planning/implementation time for grade level and vertical subject level teachers to meet and create writing prompts. **Person:** Principal Mike Sargent

Oct 1, 2010: Reminder Email sent to teachers about utilizing the Simple Six Writing Process **Person:** Vickie Linehan

Oct 5, 2010: English teachers will implement use of the Simple Six strategies on a monthly basis **Person:** English teachers

Oct 15, 2010: Content Teachers will implement use of the Simple Six strategies every grading period. **Person:** Content Teachers

Nov 5, 2010: English teachers will implement use of the Simple Six strategies on a monthly basis **Person:** English teachers

Nov 12, 2010: Reminder Email sent to teachers about utilizing the Simple Six Writing Process **Person:** Vickie Linehan

Nov 30, 2010: Collect and compile data **Person:** Vickie Linehan

Nov 30, 2010: Collect fall data: percentage of teachers who indicate each week that they have appropriately incorporated writing into their content areas. **Person:** Vickie Linehan

Dec 5, 2010: English teachers will implement use of the Simple Six strategies on a monthly basis **Person:** English teachers

Dec 17, 2010: Content Teachers will implement use of the Simple Six strategies every grading period. **Person:** Content Teachers

Jan 5, 2011: English teachers will implement use of the Simple Six strategies on a monthly basis **Person:** English teachers

Jan 6, 2011: provide 2nd semester data collection sheet **Person:** Vickie Linehan
Jan 15, 2011: Reminder Email sent to teachers about utilizing the Simple Six Writing Process **Person:** Vickie Linehan
Feb 5, 2011: English teachers will implement use of the Simple Six strategies on a monthly basis **Person:** English teachers
Feb 18, 2011: Content Teachers will implement use of the Simple Six strategies every grading period. **Person:** Content Teachers
Mar 5, 2011: English teachers will implement use of the Simple Six strategies on a monthly basis **Person:** English teachers
Mar 10, 2011: Reminder Email sent to teachers about utilizing the Simple Six Writing Process **Person:** Vickie Linehan
Apr 5, 2011: English teachers will implement use of the Simple Six strategies on a monthly basis **Person:** English teachers
Apr 15, 2011: Reminder Email sent to teachers about utilizing the Simple Six Writing Process **Person:** Vickie Linehan
Apr 22, 2011: Content Teachers will implement use of the Simple Six strategies every grading period. **Person:** Content Teachers
May 5, 2011: Collect and compile data **Person:** Vickie Linehan
May 5, 2011: English teachers will implement use of the Simple Six strategies on a monthly basis **Person:** English teachers
May 20, 2011: Compile final report **Person:** Vickie Linehan
Jun 30, 2011: Collect spring data: percentage of teachers who indicate each week that they have appropriately incorporated writing into their content areas. **Person:** Vickie Linehan

Focused Student Group

Apr 1, 2010: Collect baseline data: percentage of teachers (Math/English) utilizing remediation strategies. **Person:** Laura Upchurch
Aug 12, 2010: Create data sheet for Remediation Teachers **Person:** Laura Upchurch
Aug 15, 2010: Distribute data sheet to Remediation Teachers **Person:** Laura Upchurch
Aug 15, 2010: Students for remediation will be identified by ISTEP results **Person:** Principal Mike Sargent
Aug 20, 2010: Teachers in Math and English will be assigned Remediation Enrichment classes at each grade level. **Person:** Principal Mike Sargent
Sep 6, 2010: Students will be grouped by either English or Math remediation during the Enrichment period. **Person:** Principal Sargent, Dondra Ewing, Counselor
Sep 10, 2010: Math and English teachers will research and develop appropriate materials and instructional strategies for use by remediation students. **Person:** Math/English teachers
Sep 25, 2010: Reminder emails sent to English/Math teachers to collect data **Person:** Laura Upchurch
Nov 30, 2010: Collect fall data: percentage of teachers (Math/English) utilizing remediation strategies. **Person:** Laura Upchurch
Dec 12, 2010: Collect semester data sheet and compile results **Person:** Laura Upchurch
Jan 8, 2011: Distribute new data sheet to Remediation Teachers **Person:** Laura Upchurch
Jan 10, 2011: Math and English teachers will research and develop appropriate materials and instructional strategies for use by remediation students. **Person:** Math/English teachers
May 5, 2011: Collect semester data and compile results **Person:** Laura Upchurch
Jun 30, 2011: Collect spring data: percentage of teachers (Math/English) utilizing remediation strategies. **Person:** Laura Upchurch

Pk-12 Universal Assessment Data Linked to Instruction

Aug 30, 2010: Analyze assessment results **Person:** District Chair
Sep 10, 2010: Link results to instruction **Person:** District Chair
Sep 15, 2010: Analyzing results staff Meeting **Person:** Mike Sargent, Principal
Oct 15, 2010: Assessment grade Level Meeting **Person:** Principal Mike Sargent
Nov 1, 2010: Analyze assessment results **Person:** District Chair
Nov 12, 2010: Link results to instruction **Person:** District chair
Jan 3, 2011: analyze assessment results **Person:** District Chair
Jan 14, 2011: Link results to instruction **Person:** District Chair
Mar 7, 2011: Analyze assessment results **Person:** District Chair
Mar 18, 2011: Link results to instruction **Person:** District Chair
Apr 20, 2011: Evaluate Use of Data to drive Instruction **Person:** District Chair

PK-12 Universal Assessment Implementation

Aug 15, 2010: Schedule for Implementation **Person:** Mike Sargent
Aug 20, 2010: Implementation overview staff meeting **Person:** School Chair
Aug 25, 2010: Assess all PK-12 students **Person:** District Chair
Jan 25, 2011: Assess al PK-1 students **Person:** District chair
Apr 20, 2011: Implementation review **Person:** District Chair
May 25, 2011: Assess all PK-12 students **Person:** District Chair

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: Staff meeting to relate information on district Assessment

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 15, 2010

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? No

PK-12 Universal Assessment Implementation

Schedule for Implementation

Brief Description: Present faculty with the schedule for implementation of the plan.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 15, 2010

Activity Purpose: Information, Refinement

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? No

F. Encourage Rigorous Curriculum: Algebra Readiness

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, Feedback/Support

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Writing Across the Curriculum

Instruct teachers on data collection

Brief Description: The strategy chair will instruct the faculty during the staff meeting on how to enter data.

Intended Participants: Teachers, Administrators

Date: Aug 25, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Presentation, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

Instruction will be given to those teachers who have not yet used the Simple Six program

Brief Description: Teachers who have not utilized or been to the Simple Six workshop will be trained by in house trained staff.

Intended Participants: Teachers

Date: Aug 20, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

The principal will provide planning/implementation time for grade level and vertical subject level tea

Brief Description: The principal will provide time for teachers to meet to form work groups, subject level and grade level

Intended Participants: Teachers

Date: Sep 20, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Study Group, Collaborative Problem Solving, Action Research

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: Free and Reduced Lunch Students: English & Math Enrichment (EME)

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... 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
- I. Focused Academic Area: Writing Across the Curriculum
- E. Parent Information Resource Center Website

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

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Homework Policy-The Level System
- PK-12 Universal Assessment Data Linked to Instruction
- PK-12 Universal Assessment Implementation
- F. Encourage Rigorous Curriculum: Algebra Readiness
- I. Focused Academic Area: Writing Across the Curriculum

We are concerned that... Failure of students to turn in homework

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- Homework Policy-The Level System
- U. Focused Student Group: Free and Reduced Lunch Students: English & Math Enrichment (EME)
- A. Parent Involvement: Open House
- A. Parent Involvement: International Baccalaureate (IB)
- A. Parent Involvement: Parent-Teacher Conferences

We are concerned that... Students don't ask appropriate questions in the classroom

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Free and Reduced Lunch Students: English & Math Enrichment (EME)
- A. Parent Involvement: Open House
- A. Parent Involvement: International Baccalaureate (IB)
- A. Parent Involvement: Parent-Teacher Conferences

We are concerned that... Students are not utilizing teachers and self-directed study time.**Data Targets Influenced by This Concern:**

- All Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Homework Policy-The Level System
- F. Encourage Rigorous Curriculum: Algebra Readiness
- U. Focused Student Group: Free and Reduced Lunch Students: English & Math Enrichment (EME)
- A. Parent Involvement: Open House
- A. Parent Involvement: International Baccalaureate (IB)
- A. Parent Involvement: Parent-Teacher Conferences

Required Areas of Concern**A. Parent Involvement (TAS)****Data Targets Influenced by This Concern:**

- Target Title I Students -- Passing ISTEP Language Arts Writing Process

Strategies to Impact This Concern:

- A. Parent Involvement: Parent-Teacher Conferences
- A. Parent Involvement: International Baccalaureate (IB)
- A. Parent Involvement: Open House

B. Educator Training (TAS)**Data Targets Influenced by This Concern:**

- Target Title I Students -- Passing ISTEP Language Arts Writing Process

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

E. Parent Information Resource Center Website (TAS)**Data Targets Influenced by This Concern:**

- Target Title I Students -- Passing ISTEP Language Arts Writing Process

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, TAS)

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP Math (AYP)
- Free/Reduced Lunch Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

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

I. Focused Academic Area (PL221, TAS)

Data Targets Influenced by This Concern:

- All students -- Pass the ISTEP Writing Process

Strategies to Impact This Concern:

- I. Focused Academic Area: Writing Across the Curriculum

J. Instruction by Highly Qualified Teachers (TAS)

Data Targets Influenced by This Concern:

- Target Title I Students -- Passing ISTEP Language Arts Writing Process

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:

- Target Title I Students -- Passing ISTEP Language Arts Writing Process

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:

- Target Title I Students -- Passing ISTEP Language Arts Writing Process

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:

- Target Title I Students -- Passing ISTEP Language Arts Writing Process

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (TAS)

Data Targets Influenced by This Concern:

- Target Title I Students -- Passing ISTEP Language Arts Writing Process

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, TAS)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Passing ISTEP Language Arts (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Free and Reduced Lunch Students: English & Math Enrichment (EME)

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?	Main 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"> ● 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.	<p>Acuity - On-line Predictive Test given three times a year to assess the mastery of Grade Level Standards. This data is used to develop tutorials for students to utilize throughout the school year.</p> <p>Star Reader - On-line test given at least three times a year that assesses a student's reading level.</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	

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